R E P O R T R E S U M E S

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GUIDE TO TEACHING LANGUAGE ARTS, LISTENING - SPEAKING - WRITING, KINDERGARTEN - GRADE SIX.

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MADISON PUBLIC SCHOOLS, WIS.

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DEVELOPED FOR USE IN THE MADISON, WISCONSIN, PUBLIC SCHOOLS, THIS GUIDE FOR GRADES K-6 PROVIDES THE FRAMEWORK FOR AN INTEGRATED LANGUAGE ARTS PROGRAM WITH EMPHASIS ON LISTENING AND SPEAKING. THE OBJECTIVES OF THE PROGRAM ARE STATED IN TERMS OF THE EXPECTED ACHIEVEMENTS OF THE AVERAGE STUDENT. A FLOW CHART, ARRANGED FROM AGES 5-12, SHOWS THE CORRELATION BETWEEN CHILDREN'S CHARACTERISTIC MATURITY TRAITS AND THEIR INTERESTS PERTAINING TO LANGUAGE ARTS. THE CHART ALSO LISTS SUGGESTED ACTIVITIES TO IMPLEMENT THE DEVELOPMENT OF COMMUNICATION SKILLS IMPLIED BY THAT CORRELATION. SUGGESTIONS FOR DEVELOPING EXPECTANCIES AT EACH GRADE LEVEL ARE GIVEN IN THREE SEPARATE SECTIONS--LISTENING, SPEAKING, AND WRITING. A SAMPLE UNIT ON A TRIP TO AN AIRPORT, ADAPTABLE FOR USE IN ANY GRADE, ILLUSTRATES RELATED LEARNING EXPERIENCES, SPECIFIC INTERRELATIONSHIPS IN LANGUAGE, OUTCOMES AND ABILITIES ACQUIRED, AND GRADE LEVEL EXPECTANCIES. REFERENCES FOR TEACHERS AND A SECTION ENTITLED "QUESTIONS AND ANSWERS ABOUT LANGUAGE" ARE ALSO INCLUDED. THIS GUIDE IS A COMPANION TO "GUIDE TO TEACHING READING AND LITERATURE." (SEE TE 000 082.) RECOMMENDED BY THE NCTE COMMITTEE TO REVIEW CURRICULUM GUIDES, AND NOTED IN "ANNOTATED LIST OF RECOMMENDED ELEMENTARY AND SECONDARY CURRICULUM GUIDES IN ENGLISH, 1967" (SEE TE 000 140), IT IS ALSO AVAILABLE FROM THE MADISON PUBLIC SCHOOLS, P.O. BOX 2189, MADISON, WISCONSIN 53701, $3.00. (MM)

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Guide to Teaching Language Arts

LISTENING - SPEAKING - WRITING

Kindergarten - Grade Six

Prepared by the Elementary Language Arts Committee
of the Madison Public Schools

The Madison Public Schools
Department of Curriculum Development
Madison, Wisconsin
1965
Reprint 1966

TE 000 083

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

The Madison Public Schools acknowledge the efforts of many teachers in the preparation of this curriculum guide for the elementary grades, Kindergarten - Grade Six. Each section includes current trends in theory and practice which have influenced teaching in the elementary classrooms over the past few years.

The preparation of Guide to Teaching Language Arts--Listening-Speaking-Writing involved three years of study, conferences, and writing on the part of many teachers and principals. Much attention has been placed on helping children to interpret the structure of what they are learning in the language arts program; expectancies are indicated for each grade level with suggested learning activities directed toward a complete developmental program with adaptations suited for the average, slower moving, and rapid learning pupils.

Resourceful teachers will continue to improve on present practice and will implement the suggestions in this guide so that boys and girls acquire the useful knowledge, skills, and understandings through activities which will prepare them to meet the challenges of our times and the future.

Sincere appreciation is gratefully expressed to all persons making this guide possible.

ROBERT D. GILBERTS
Superintendent of Schools

PREFACE

All teachers of language arts in the Madison elementary schools have had opportunities to contribute to the development of this guide. Without their willingness to offer suggestions, the guide could not have been written.

Help was also derived from curricular materials previously prepared in the Madison Public Schools, and from current trends expressed in textbooks, courses of study, research, and professional literature.

This guide provides a basic framework for teaching an integrated language arts program with emphasis on listening and speaking. In a growing school system, where students frequently transfer from one school to another, allocations of suggested expectancies, learning experiences, and materials of instruction should help to give scope and sequence to the total language arts program. The guide recommends procedures, bibliography, and a philosophy of instruction.

From teachers' worksheets and discussions, the following generalizations can be made:

1. In the Madison point of view the teacher plans the language arts activities to promote optimum growth in eight major areas of the language arts: developmental reading, literature, listening, speaking, grammar and usage, writing, spelling, and handwriting. The eight areas are taught as situations arise; they are correlated with various units, or they are taught directly.

2. Listening is the most used of all the language arts, but perhaps the least understood. Research indicates that we spend half our time listening, that there is need for improvement of our listening habits, and that we devote a disproportionately small amount of time to instruction in listening. This guide gives suggestions for systematic instruction in listening, for developing habits, attitudes, and thought processes necessary for effective listening as well as for speaking and writing.

3. Growth in oral language takes place best in a functional situation set in a stimulating environment. A superior communication program includes organization and development of ideas, correct usage, enunciation of words, and good delivery. Emphasis is placed on the understanding that observation and thinking precede oral expression.

4. This guide stresses the interdependence among all the facets of language arts which helps to reinforce each one and strengthen the total program. Notwithstanding this relationship, it is practical to examine closely specific aspects of language. For this reason separate reactions are devoted to oral communication and listening. Composition or writing is also a natural sequence in the total language arts. It comes last in the natural sequence of listening, speaking, reading, spelling, and handwriting. All blend to give a total language arts experience.

5. Language is learned through use. Situations and experiences which give children a reason to communicate provide unexcelled motivation for the systematic development of language skills. The skillful, discerning teacher uses a wide range of activities to further language power. The physical properties of the classroom provide real and vicarious experiences which may stimulate the total language arts program.

6. The expectancies described in the scope and sequence charts and grade level learning experiences are in terms of the probable achievements of a large number of children, and not in terms of the slower moving child or the accelerated accomplishment of able children. Utilizing the goals, activities, and teaching suggestions of the total language arts program implies setting sights according to the maturity and ability of individuals, and keeping expectancies realistic and challenging at all times.

We extend our thanks to the committee, the chairman, consultants and all teachers who assisted in the preparation of this guide.

ARTHUR H. MENNES
Director of Curriculum Development

PHILOSOPHY - POINT OF VIEW

Why We Emphasize Language

Language is that channel through which thought or knowledge moves -- the medium for understanding and expressing ideas. It is ever associated with thought; one cannot exist without the other.

The statement, "Knowledge is power," specifically implies the importance of language to the individual and to those with whom we communicate. Through language we gain knowledge by listening and reading (the audio-visual), and through language we express our thoughts. As an individual thinks, so he expresses himself.

But words are things, and a small drop of ink,
Falling like dew upon a thought,
Produces that which makes thousands,
Perhaps millions think.

--Lord Byron

Never before has communication been as vital an influence as it is today. How successful we are in interpreting and conveying ideas depends on our skill and manner of communication. Individual happiness, group behavior, and world peace are all based upon reactions and expressions. Hence, one cannot afford to minimize the importance of providing guidance and instruction in building power in communication. Language is power in attaining the goal of the "good life" for all.*

Today's world, too, demands mastery of communication skills. Each day requires a greater volume of observing, listening, and understanding. Our complex problems demand the best qualities of analysis and interpretation and the best qualities of expression. Communication today may well determine the fate of tomorrow's world.

Emphases and Trends in Today's Language Program

1. Developmental processes of language with attention to analytical and discriminative thinking are basic to today's language arts programs.
2. Interests and attitudes of children are related to the present. Teachers must be aware of changing needs.
3. Listening skills are given emphasis. Mere hearing does not insure listening; and comments such as "Let's all listen" are of little value.
4. Listening is at the highest level in pre-school years and seems to deteriorate as children learn to read and write. However, today the amount of listening is greater than ever before: It is said that we listen a book a day; talk a book a week; read a book a month; and write a book a year.**

*Building Power in Written Communication, Madison Public Schools, 1958.

**Burns, Paul C., "Teaching Listening in the Elementary Schools," Elementary English, January, 1961, 11-14.

5. Children develop speech in relation to the language spoken in their environment. Hearing of correct speech patterns is emphasized today. The language heard is the language we speak.

6. Provincialism in language is disappearing. Today's children frequently encounter a variety of dialects and speech patterns.

7. Detection of errors through hearing is encouraged when editing written work.

8. A greater knowledge of the history and character of the English language is encouraged. Ours is a living language and correctness is relative. What is non-standard today may be standard tomorrow.

9. Studies suggest that beginning kindergarten children are more advanced in language than earlier research indicated.

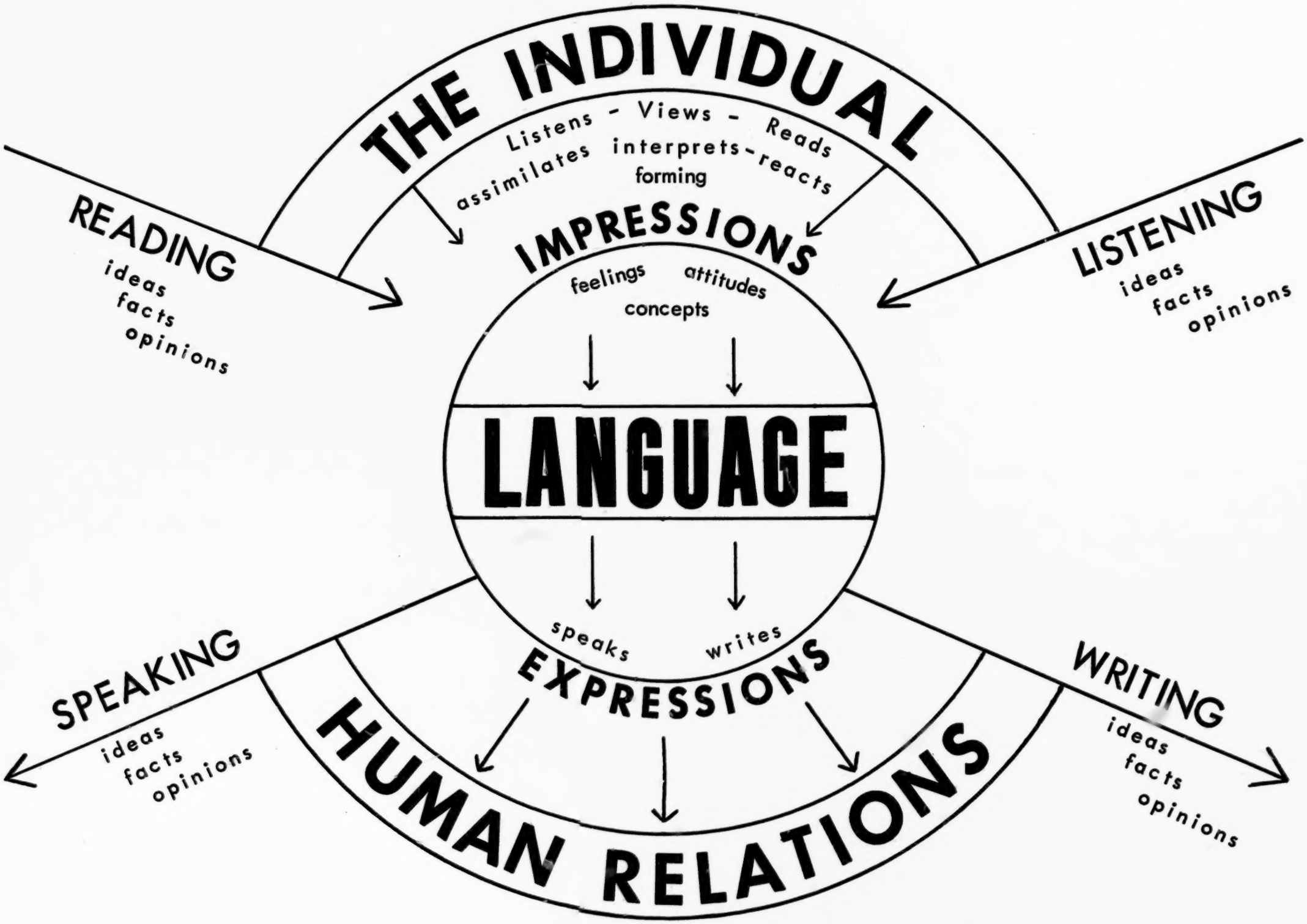
10. Writing should be treated tenderly. The teacher's duty is to encourage, not only to correct.

The Scope of the Language Arts

It is frequently stated that every teacher is a teacher of language. To interpret this statement fully, one needs a broad view of the language program.

The area of the language arts is frequently interpreted to include the following: reading, listening, writing, and speaking. These, in turn, can be grouped under a two-way process: the impressional which involves experiences through seeing, reading, and listening, and the expressional which follows the assimilating and interpretation. (See chart p. 8)

This instructional guide offers materials on listening, speaking, and writing. Its purpose is to present the Madison point of view, and to give a broad and detailed account of some of the areas to be developed in communication. It is hoped that it will suggest procedures and stimulate good teaching practices.



THE LANGUAGE PROCESS

THE CHILD

AND LANGUAGE DEVELOPMENT

FLOW CHART

MADISON PUBLIC SCHOOLS

KINDERGARTEN - - - GRADE SIX

CHARACTERISTIC MATURITY TRAITS AND THEIR IMPLICATIONS FOR BUILDING POWER IN COMUNICATION SEQUENTIAL GROWTH PATTERNS

A. CHARACTERISTIC MATURITY TRAITS

AGE 5	AGE 6	AGE 7
1. Is developing large muscles 2. Is incomplete in eye-hand coordination 3. Derives personal satisfaction from participating in activities 4. Is energetically active and restless 5. Plays in small groups without concern for group cooperation. 6. Likes and requires immediate approval of teacher 7. Enjoys approval but does not require praise 8. Enjoys having things but is careless in their use 9. Possesses self confidence and is usually serious 10. Enjoys general good health but fatigues easily	1. Begins to develop control of large muscles 2. Is very poor in eye-hand coordination - dominant handedness evident. 3. Evidences purpose in activities - encouragement needed to complete tasks 4. Is constantly active in all situations 5. Plays in larger groups - little concern for group welfare 6. Is undecided about when to ask teacher's help - likes teacher but tends to hold her in awe 7. Needs approval and praise 8. Collects all sorts of things without organization 9. Is very emotional - has changes of moods - ups and downs 10. Evidences relatively slow growth rate - still susceptible to fatigue	1. Develops skill in use of small muscles 2. Is improving in eye-hand coordination - not ready for close work or activity requiring too long a period of time 3. Begins to develop skill in using tools 4. Is less constantly active but has intervals of extreme activity 5. Evidences greater cooperation in group play - plays indiscriminately with boys or girls 6. Tends to be a perfectionist. Needs constant approval and depends on the teacher 7. Likes praise but prefers that it be given indirectly 8. Collects things for the mere joy of collecting them 9. Wants to please - is moody - is often serious and lost in thought 10. Is active and healthy - tires easily

B. INTERESTS RELATING TO THE LANGUAGE ARTS

World	1. Is egocentric and interested principally in immediate surroundings. The world centers around "me," "now," and "here"	1. Explodes into his environment - investigates, curiously, its forces in order to get acquainted with the "here" and "now"	1. Is gradually learning to gain rapport with his group through free discussion although individual desires still prominent - is less preoccupied with the immediate - shows an expanding interest in more distant places
Social Conversational	2. Is a great talker - tends to speak in incomplete sentences - articulates and enunciates (unless baby talk is prolonged) clearly and quite correctly - may have difficulty with certain sounds - evidences little meeting of the minds (conversation may be parallel but each child apt to tell of own experience)	2. Is an incessant talker - tends to parallel discussion and conversation - evidences little meeting of the minds with associates	2. Is relatively quiet - is increasingly aware of others and sensitive to their opinions and attitudes - takes in more than he gives out
Fact and Fancy	3. Has much to learn about actual world and is likely to confuse make-believe with reality - prefers true situations and true life stories - likes folk tales and poetry	3. Is beginning to distinguish between fact and fancy - prefers actual characters and situations that deal with the "here" and "now" - likes to hear stories about himself	3. Has ability to distinguish between fact and fancy - interested in fairies, magic, and superman - is interested in science stories, especially those about animals
Dramatic Activities	4. Imitates activities and speech of adults - involves the "here" and "now" in activities - employs imagination in providing for most properties in dramatization	4. Is vigorously dramatic and identifies himself with characters he finds in pictures - likes dramatic play (can easily pretend to be a milkman or an airplane)	4. Enjoys spontaneous dramatic activities - employs much action and movements in dramatic play - likes to use vivid speech
Listening and Reading	5. Enjoys being read to, and especially enjoys sound of words - likes to look at books - pretends often to be reading	5. Enjoys listening to what is being read - thinks about what a speaker is saying	5. Enjoys being read to, but is becoming more dependent on own perusal of books around him - begins to show interest in what others say by making comments or asking questions

C. IMPLICATIONS FOR BUILDING POWER IN COMMUNICATION

1. Provide large materials for manipulation in developing the readiness for handwriting 2. Plan vocabulary and language experiences around things child can see and hear in the immediate environment 3. Provide environment for free communication of ideas with others 4. Provide for discussion, planning, evaluating 5. Provide experiences that allow child to become center of attention 6. Provide opportunities to dramatize and imitate 7. Prepare for important events well in advance and plan procedure and conduct (The above implications stress need for <u>readiness</u> in written expression)	1. Use large materials and equipment 2. Make no attempt to change handedness 3. Provide for relatively short periods of activity (work, rest, play) 4. Provide many telling opportunities 5. Compose many experience charts, stories, invitations, notes to parents, notices for bulletin board, news for school paper, stories to accompany pictures, etc. 6. Attend to all "readiness" activities adequately	1. Provide frequent periods for rest and relaxation 2. Provide primary pencil, paper, etc., for writing 3. Provide opportunities for dramatization - use audio-visual aids, rhythmic activities 4. Increase writing experiences and develop simple mechanics of writing 5. Provide opportunity to display neat and legible work for others 6. Encourage freedom of expression

TERISTIC MATURITY TRAITS AND THEIR IMPLICATIONS FOR BUILDING POWER IN COMUNICATION
SEQUENTIAL GROWTH PATTERNS

AGE 6	AGE 7	AGE 8
op control of large muscles eye-hand coordination - dominant handed- se in activities - encouragement needed ts tive in all situations groups - little concern for group welfare out when to ask teacher's help - likes s to hold her in awe and praise ts of things without organization l - has changes of moods - ups and downs ively slow growth rate - still susceptible	1. Develops skill in use of small muscles 2. Is improving in eye-hand coordination - not ready for close work or activity requiring too long a period of time 3. Begins to develop skill in using tools 4. Is less constantly active but has intervals of extreme activity 5. Evidences greater cooperation in group play - plays indiscriminately with boys or girls 6. Tends to be a perfectionist. Needs constant approval and depends on the teacher 7. Likes praise but prefers that it be given indirectly 8. Collects things for the mere joy of collecting them 9. Wants to please - is moody - is often serious and lost in thought 10. Is active and healthy - tires easily	1. Increases in speed and smoothness in performance, indicating improved control of smaller muscles 2. Is gaining in ability to judge distance and relationships with the eyes 3. Is gaining in ability to use skills in expressing ideas more concretely - has an improved concept of what constitutes a finished product 4. Is always in a hurry - constantly on the go 5. Plays with boys or girls but wants a special friend of same sex - prefers gangs or clubs composed of same sex 6. Is becoming more independent of the teacher - responds well to humor - does not like to be corrected by the teacher 7. Is sensitive to criticism - needs praise - likes to have attention called to his improvement 8. Begins to arrange collections - has very great interest in collecting and storing things 9. Is critical and impatient but has a good sense of humor 10. Tires less frequently
is environment - investigates, curiously, der to get acquainted with the "here" and	1. Is gradually learning to gain rapport with his group through free discussion although individual desires still prominent - is less preoccupied with the immediate - shows an expanding interest in more distant places	1. Has progressed far beyond the "here" and "now" - develops interest in foreign lands - displays interest, sympathy, and understanding for cultures other than own
talker - tends to parallel discussion and evidences little meeting of the minds with	2. Is relatively quiet - is increasingly aware of others and sensitive to their opinions and attitudes - takes in more than he gives out	2. Continues to be a great talker - exaggerates and boasts - likes to tell tales - participates well in group planning - is learning to subordinate his ideas to group
distinguish between fact and fancy - pre-acters and situations that deal with the ow" - likes to hear stories about himself	3. Has ability to distinguish between fact and fancy - interested in fairies, magic, and superman - is interested in science stories, especially those about animals	3. Has well developed ability to distinguish between fact and fancy - is interested in make-believe and true-to-life
ramatic and identifies himself with charac-pictures - likes dramatic play (can easily milkman or an airplane)	4. Enjoys spontaneous dramatic activities - employs much action and movements in dramatic play - likes to use vivid speech	4. Loses himself in his very real ability to dramatize as spontaneous dramatics play persists - tends increasingly to dramatize the more organized stories he reads and hears - needs very few "props" (as a sash or a hat) to become a character in dramatization
g to what is being read - thinks about is saying	5. Enjoys being read to, but is becoming more dependent on own perusal of books around him - begins to show interest in what others say by making comments or asking questions	5. Reads, writes, and talks in high gear - has interest in nearly all types of stories - responds to the appeal that an author makes to the five senses (sight, hearing, touch, taste, smell)
rials and equipment t to change handedness tively short periods of activity (work, rest, elling opportunities experience charts, stories, invitations, s, notices for bulletin board, news for tories to accompany pictures, etc. "readiness" activities adequately	1. Provide frequent periods for rest and relaxation 2. Provide primary pencil, paper, etc., for writing 3. Provide opportunities for dramatization - use audio-visual aids, rhythmic activities 4. Increase writing experiences and develop simple mechanics of writing 5. Provide opportunity to display neat and legible work for others 6. Encourage freedom of expression	1. Provide opportunity to read silently with lips closed to improve writing speed 2. Plan longer work periods 3. Encourage activity of collections 4. Encourage talking freely to expand concepts 5. Provide creative opportunities 6. Provide and encourage wide reading 7. Provide extensive and more varied experiences in writing

A. CHARACTERISTIC MATURITY TRAITS

AGE 9	AGE 10	
1. Improves in the use of large and small muscles 2. Shows marked improvement in eye-hand coordination 3. Is becoming proficient in use of learning skills - plans carefully for finished product - includes detail 4. Plays hard and enjoys competition - energies more directed 5. Plays with boys or girls in activities but prefers own sex, if given choice - has informal interest in gang or club of same sex - has strong need of a friend of same age and sex 6. Displays extreme independence at times - often hostile to authority - begins to judge fairness and unfairness of teachers 7. Reacts well to praise and recognition 8. Begins to organize collections more systematically - becomes increasingly interested in quality and variety of collections 9. Becomes tense and worries about failures in school work 10. Evidences faster growth rate in girls - increasing rate of muscular growth for both sexes	1. Evidences more refined manual dexterity and motor control 2. Is improving eye-hand coordination 3. Demonstrates ability to complete work with greater detail 4. Moves toward more organized activities - understands individual role in group activity and recognizes activity leaders 5. Evidences occasional antagonism toward opposite sex - begins to form definite age-sex groups 6. Has strong sense of justice - accepts adult direction - begins hero worship - responds better to authority 7. Seeks group approval as well as adult praise - begins to make more critical judgments 8. Continues to show concern for organization with respect to collections - expands collections 9. Is more relaxed and casual - has a free and easy manner - is more spontaneous 10. Evidences rapid growth rate for both sexes - faster rate for girls - is restless and fatigues quickly	1. Is able to con 2. Has achieved 3. Gets satisfacti 4. Is developing 5. Enjoys social develops form individual - be 6. Has ambivalen 7. Is more depend 8. Develops hobb 9. Tends to be im insecurity and 10. Is growing very due to fast gro

B. INTERESTS RELATING TO THE LANGUAGE ARTS

1. Begins interest in peer relationship and club activities - is building a readiness for more organized activities - uses language as a tool in promoting group enterprises - verbalizes problems and conflicts.	1. Is greatly interested in his peers - is beginning "gang" age - has himself and skills well in hand - is most receptive to social information and greatly broadened ideas in realm of social studies and sciences	1. Is interested i club, scout tro
2. Is gaining in ability to use language as a tool - uses language as a conveyor of ideas and a promoter of actions, (does not, as younger child, talk for sake of talking)	2. Is using both oral and written language with facility, clarity, and forcefulness - employs language to persuade and convince his fellows or to compromise his own views so as to more nearly conform with group wishes	2. Uses language is able to work
3. Is beginning to shift from imaginative to realistic stories - is interested in biographies and stories about children of own age	3. Enjoys factual information about the past - likes myths, legends, fables, mystery, and practical magic	3. Prefers drama and telling st
4. Enjoys dramatic activities - needs more properties to help him become the character he portrays	4. Enjoys purposeful dramatic activities - displays a well developed imagination	4. Interprets lea presentation
5. Listens for the point of a story or incident and enjoys it with the speaker - evidences more directed type of listening - shifts reading interests to more realistic stories, biographies, and science	5. Listens to improve his own ability to read aloud or tell a story - listens so that he can help make a group decision - is using listening as a prerequisite for subsequent action and participation - likes to read orally in small groups and share reading experiences - has broader and more varied reading experiences	5. Listens close sary question more critically to broaden rea

C. IMPLICATIONS FOR BUILDING POWER IN COMMUNICATION

1. Provide activities that allow for increasingly difficult manipulation of hands and feet - dancing, weaving, construction, rhythms 2. Utilize natural situations which call for conversation, discussion, dramatization, story telling, and reading to others 3. Permit pupils to plan, participate in, and direct appropriate activities commensurate with their abilities to assume responsibility for their actions 4. Encourage creative dramatics with use of puppets or shadow plays and simulated radio or T.V. programs 5. Provide experiences which require the evaluating of observations, making of comparisons, discriminating between important and unimportant, arriving at reasonable conclusions, and organizing ideas	1. Provide activities involving detailed construction and modeling 2. Help pupils to understand that clear understanding precedes expression 3. Provide practice on skills as determined by needs of individual and the group 4. Utilize audio-visual aids to enrich experiences and vitalize meanings 5. Encourage completion of tasks 6. Display children's work 7. Provide opportunities for committee work 8. Develop an emotional climate wherein child's contribution is accepted and he is encouraged to communicate freely in oral and written work	1. Utilize first-h 2. Provide probl 3. Help the stud 4. Avoid naggin 5. Provide for a 6. Anticipate fa

CHARACTERISTIC MATURITY TRAITS AND THEIR IMPLICATIONS FOR BUILDING POWER IN COMMUNICATION
SEQUENTIAL GROWTH PATTERNS

	AGE 10	AGES 11-12
finished product - choice - has informal f same age and sex - begins to judge fairness asingly interested in growth for both sexes	1. Evidences more refined manual dexterity and motor control 2. Is improving eye-hand coordination 3. Demonstrates ability to complete work with greater detail 4. Moves toward more organized activities - understands individual role in group activity and recognizes activity leaders 5. Evidences occasional antagonism toward opposite sex - begins to form definite age-sex groups 6. Has strong sense of justice - accepts adult direction - begins hero worship - responds better to authority 7. Seeks group approval as well as adult praise - begins to make more critical judgments 8. Continues to show concern for organization with respect to collections - expands collections 9. Is more relaxed and casual - has a free and easy manner - is more spontaneous 10. Evidences rapid growth rate for both sexes - faster rate for girls - is restless and fatigues quickly	1. Is able to control smaller muscles more easily - size and strength of large muscles increasing 2. Has achieved adult level of eye-hand coordination 3. Gets satisfaction from construction activities 4. Is developing interest in team spirit - enjoys keen competition and strenous activity 5. Enjoys social activities including both sexes but prefers own sex in recreational activities - develops formal clubs using rituals and passwords - works better in groups than as an individual - begins to identify and approve of someone of opposite sex 6. Has ambivalent attitude toward teacher and authority - identifies self with hero . Is more dependent upon peer-group approval than on adult approval 8. Develops hobbies from interests in collections 9. Tends to be impulsive - increases in intensity of emotional reactions - has feelings of insecurity and needs adult guidance in realizing personal worth 10. Is growing very rapidly - faster growth rate for girls - evidences poor bodily coordination due to fast growth - tends to develop poor posture
TS		
a readiness for more terprises - verbalizes	1. Is greatly interested in his peers - is beginning "gang" age - has himself and skills well in hand - is most receptive to social information and greatly broadened ideas in realm of social studies and sciences	1. Is interested in organized groups, sharply defined - shows great loyalty for members of gang, club, scout troop, or other group - works better in groups than as individual.
conveyor of ideas and a lking)	2. Is using both oral and written language with facility, clarity, and forcefulness - employs language to persuade and convince his fellows or to compromise his own views so as to more nearly conform with group wishes	2. Uses language with skill as a means of solving problems and carrying on group enterprises - is able to work out, with adult supervision, group-planned projects
sted in biographies and	3. Enjoys factual information about the past - likes myths, legends, fables, mystery, and practical magic	3. Prefers dramas full of action, adventure, or mystery in real life situations - enjoys hearing and telling stories of science, travel, and biography
me the character	4. Enjoys purposeful dramatic activities - displays a well developed imagination	4. Interprets learnings through planned dramatic activities - requires more "props" in dramatic presentation
peaker - evidences more c stories, biographies,	5. Listens to improve his own ability to read aloud or tell a story - listens so that he can help make a group decision - is using listening as a prerequisite for subsequent action and participation - likes to read orally in small groups and share reading experiences - has broader and more varied reading experiences	5. Listens closely in discussion so that he will not repeat the ideas of others or ask unnecessary questions - is using listening as a prerequisite or guide to action - is beginning to read more critically and to discuss in small groups the meaning of the material read - continues to broaden reading experiences and intensify interest in mystery and adventure.
UNICATION		
of hands and feet - dramatization, story es commensurate with and simulated radio making of comparisons, onable conclusions,	1. Provide activities involving detailed construction and modeling 2. Help pupils to understand that clear understanding precedes expression 3. Provide practice on skills as determined by needs of individual and the group 4. Utilize audio-visual aids to enrich experiences and vitalize meanings 5. Encourage completion of tasks 6. Display children's work 7. Provide opportunities for committee work 8. Develop an emotional climate wherein child's contribution is accepted and he is encouraged to communicate freely in oral and written work	1. Utilize first-hand experiences to make vicarious experiences meaningful 2. Provide problem situation that will be challenging but not insurmountable 3. Help the students set up their own work goals 4. Avoid nagging and "talking down" to these children 5. Provide for appraisal of individual and group progress 6. Anticipate fatigue point to avoid undue exertion

LISTENING, SPEAKING and WRITING

Overall Objectives for Language Teaching

Specific Objectives in Language

Interrelationships in Language

Situations and Learning Experiences

A Situation - A Trip to the Airport

Related Learning Experiences
Specific Interrelationships in Language
Outcomes, Abilities Developed

OVERALL OBJECTIVES FOR LANGUAGE TEACHING

Four overall objectives for language teaching appear common to all communication: purpose, organization, vocabulary, and conventions. Purpose includes why and what we communicate; organization involves the method or how we communicate; vocabulary is the means of communicating; and conventions cover the rules and practices which make communication clear and acceptable. Each of these aspects is further defined by identifying specific abilities within the area.

Purpose - Purpose is basic to all communication and determines the form of communication.	Develop ability to identify different forms of communication and adapt communication to different purposes.
Organization - Organization of facts and ideas into clear and logical form is essential for effective communication.	Develop the power of collecting, organizing, and analyzing facts and ideas.
Vocabulary - Words are the tools for effective communication.	Develop the understanding and power of words.
Conventions - Skills and accepted patterns are aids to effective communication.	Develop skill in using accepted patterns and practices in communication.

SPECIFIC OBJECTIVES IN LANGUAGE

This outline defines the abilities or specific objectives necessary to attain the broad, overall objectives in the areas of listening, speaking, and writing. Many of the specific objectives appear the same, but differences exist in approach because areas of communication differ in function.

Some purposes for listening and speaking appear parallel; the listener, through auditory discrimination understands and identifies, while the speaker explains and informs. Speaking and writing also are at times parallel, but writing involves more technical knowledge of form.

Order and sequence permeate organization in all areas. Listening emphasizes the orderly selection and assimilation of facts and ideas; speaking and writing emphasize the orderly expressional phases. The listener must determine order-sequence by identifying clues and following the plan of the speaker. Speaking and writing demand orderly planning before expression.

A broad knowledge of words is essential to all forms of effective communication. The listener, in addition to having immediate command of words, deduces or unlocks meanings through context clues, analysis, and interpretation. The speaker and writer create power in expression through a rich informative and descriptive vocabulary. A speaker can shift or reinforce meanings during speaking, but a writer produces an expression which is permanent and final.

Each area has its specific conventions. Interest is a factor in all areas. Obviously, the listener must be interested in the speaker; conversely, it is the duty of the speaker to create interest. The effective writer also senses this responsibility.

The following outline should serve as a key in the organization of the total program. It directly relates to grade level expectancies which appear later in this guide.

SPECIFIC OBJECTIVES IN LANGUAGE

Purpose

LISTENING	SPEAKING	WRITING
Occasions and opportunities for listening.	Occasions and opportunities for speaking.	Occasions and opportunities for writing.
<u>Informal Listening</u> Conversation Discussion	<u>Informal Speaking</u> Conversation Discussion	<u>Practical and Personal Writing</u> The Paragraph The Story The Report The Letter . Personal . Business News . News Story . Feature Story . Editorial Descriptions Reactions, Opinions Biography, Autobiography Labels, Titles Records, Forms Plays Poetry . Rhyme and Rhythm . The Ballad or Folk Poetry . The Chant . The Limerick . Free Verse (See <u>Creative Writing in the Elementary Grades</u>, Madison Public Schools, 1953.)
<u>Formal Listening</u> Directions, Introductions, Messages Explanations, Announcements The Interview Reports News	<u>Formal Speaking</u> Directions, Introductions, Messages Explanations, Announcements The Interview Reports Round-Table, Panel Discussion The Debate Parliamentary Experience	
<u>Aesthetic Listening</u> Enjoyment Appreciation, Understanding	<u>Creative Expression</u> Dramatic Play Dramatization, Plays Choral Speaking	

Organization

LISTENING	SPEAKING	WRITING
Collection, selection, and arrangement of ideas in effective assimilation of thought.	Collection, selection, and arrangement of ideas in effective expression of thought.	Collection, selection, and arrangement of ideas in effective expression of thought.
Order-Sequence	Order-Sequence	Order-Sequence
Main Idea - Theme Supporting Detail Plot (order of events)	The Sentence The Report . Introduction . Body . Conclusion A Discussion A Message An Explanation	The Sentence (sense, structure) The Paragraph, Composition . Topic Sentence . Body . Conclusion, Closing Sentence The Story - Plot . Beginning . Sequence of Events (climax) . Ending
Analysis, Interpretation	Form	Form
Truth - Fiction Fact - Opinion Purpose Effectiveness Mood, Style	The Introduction, Greeting The Interview Parliamentary Procedure	The Report . The Plan, Outline . Bibliography The Letter . Personal . Business News . News Story . Feature Story . Editorial Biography, Autobiography Labels, Titles Records, Forms Plays Poetry

Vocabulary

LISTENING

Extending word understanding and forming impressions when listening.

Listening Vocabulary - forming impressions through words.

Immediate Vocabulary (recall of meaning)
- . Subject - Technical Words
- . Rhyming Words
- . Picture Words
- . Action Words
- . Abstract - Elusive Words
- . Colored - Emotive Words
- . Key - Transition Words
- . Synonyms, Antonyms

Potential Vocabulary (deduction of meaning)
- . Context (homograph)
- . Form (analysis)
- . Syntax (structure)
- . Derivation (origin)
- . Interpretation (figurative language)

SPEAKING

Extending word understanding and building word power when speaking.

Speaking Vocabulary - using words to form impressions in oral communication.

Informative
- . Precise - Exact Words
- . Abstract - Elusive Words
- . Subject - Technical Words
- . Action Words
- . Key - Transition Words
- . Current Words

Sensory - Emotional
- . Picture Words
- . Colored - Emotive Words
- . Rhyme - Alliteration
- . Figurative Words

WRITING

Extending word understanding and building word power when writing.

Writing Vocabulary - using words to form impressions in written communication.

Denotation, Connotation
- . Precise - Exact Words
- . Abstract - Elusive Words
- . Subject - Technical Words
- . Action Words
- . Picture Words
- . Key - Transition Words
- . Rhyme - Alliteration
- . Figurative Words
- . Current Words

Form, Structure
- . Plurals
- . Contractions
- . Possessives
- . Compound Words
- . Homonyms, Heteronyms
- . Root Words
- . Prefixes, Suffixes
- . Usage

Conventions

LISTENING

Skills for effective listening, involving attitudes and common courtesies.

Listening to Others

- Interest
- Alertness
- Attention
- Concentration
- Accuracy

Courtesy

- Rights of others
- Opinions and interests of others

SPEAKING

Skills for effective speaking, involving attitudes and common courtesies.

Talking with Others

- Interest
- Thought
  - . Sincerity
  - . Accuracy
- Courtesy
  - . Rights of others
  - . Opinions and interests of others

Talking to Others

- Interest
- Thought
  - . Sincerity
  - . Accuracy
- Poise - Confidence
- Gesture
- Voice - Manner
  - . Clarity
  - . Fluency
  - . Intonation
  - . Tempo

Effective Speech

- Usage
- Speech Patterns

WRITING

Skills and accepted patterns for effective writing, involving attitudes and common courtesies.

Capitalization

- Names
  - . Persons
  - . Places
  - . Things
- Abbreviations
- Written Forms
  - . Sentence
  - . Labels, Titles
  - . Outline
  - . Letter
  - . Direct Quotation
  - . Bibliography

Punctuation

- Period
- Quotation Mark
- Exclamation Mark
- Comma, Dash
- Apostrophe
- Colon
- Hyphen

Attitudes, Courtesies

- Standards of Spelling
- Standards of Penmanship
- Standards of Neatness

INTERRELATIONSHIPS IN LANGUAGE

The following chart identifies some broad aspects of listening, speaking, and writing. Each presents an intimate relationship with the other; for when we listen, we perceive, identify, and sense the impact of language meaning; and when we speak and write, we express ideas. These interrelationships should have direct implications for the development of language abilities.

LISTENING	SPEAKING	WRITING
. Perceives the sounds of language.	. Expresses through language sounds.	. Expresses through language symbols.
. Forms sensory images when listening.	. Creates sensory images through speaking.	. Creates sensory images through writing.
. Senses and identifies emotions - moods.	. Creates emotions - moods through speaking.	. Creates emotions - moods through writing.
. Associates and extends word meaning through context and syntax.	. Selects appropriate words for effective speech through context and syntax.	. Selects appropriate words for effective writing through context and syntax.
. Senses and identifies word form and structure.	. Perceives and practices correct word form and structure.	. Perceives and practices correct word form and structure.
. Forms concepts through the effect of phrasing, cadence, stress, and inflection.	. Uses phrasing, cadence, stress, and inflection for effectiveness.	. Uses phrasing and punctuation for effectiveness.
. Identifies key thoughts and key words.	. Organizes key thoughts and uses key words for effectiveness.	. Organizes key thoughts and uses key words for effectiveness.
. Senses and identifies relationships, main idea - theme, detail, and plot.	. Observes relationships in expression, main idea - theme, plot, and detail.	. Observes relationships in expression, main idea - theme, plot, and detail.
. Anticipates and identifies sequence and organization of ideas.	. Selects and organizes ideas for clarity in expression.	. Selects and organizes ideas for clarity in expression.
. Identifies speaker's purpose and viewpoint.	. Develops viewpoint and clarifies purpose.	. Develops viewpoint and clarifies purpose.
. Makes judgments - draws inferences and logical conclusions.	. Summarizes for clarification.	. Summarizes for clarification.
. Adjusts listening to different situations and purposes, observing the role of the listener.	. Adapts speaking to different purposes, recognizing the responsibilities of the speaker.	. Adapts writing to different purposes, recognizing the responsibilities of the writer.

SITUATIONS and LEARNING EXPERIENCES

Since the nature of impression affects the nature of expression, it is the responsibility of every teacher to recognize and provide situations which develop desirable communication. Real and vicarious experiences more clearly define purposes for language and make language more interesting and meaningful; therefore, Madison teachers capture a variety of situations in daily school life which stimulate language learnings.

Some common and valuable situations are grouped below and may be adapted to any or all elementary grades.

Daily Projects

Bulletin Board
Murals
Hobby show
Arts and crafts
Construction (post office)
Puppets, marionettes
Interest centers
Booklets
Class club

Passing Events

Special days and holidays
Junior Red Cross campaign
Pupil enters, moves
Visitor in class
New pet, baby
American Education Week
A birthday party
Classmate absent (hospital)
A program
Trips and vacations
Space launching

Spontaneous Happenings

Fresh snowfall, a stormy day
Crow perched near window
Bat found in child's shoe
Eggs hatch, moth emerges
Lights go out
A natural phenomenon
Unexpected visitor or exhibit

Just as situations are important in providing a reservoir of ideas, so rich and abundant experiences are needed for developing language abilities. Language power is built and increased through the experience of doing. Providing opportunities for many interesting activities strengthens and expands language power.* Obviously, a given type of activity may be repeated within different situations; too, an activity in one grade might be interesting and effective at another level. For example, letter writing, reporting, practical and creative expression are experiences which can be developed from the simple to the complex.

The following section suggests learning experiences, interrelationships in language, and probable outcomes in one simulated situation.

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*For further development, see Building Power in Written Communication, Madison Public Schools, 1958, p. 21.

RELATED LEARNING EXPERIENCES — A Trip to the Airport

(An interesting situation inspires and provides many purposes for language.)	Listening	Speaking	Writing
Planning - making arrangements, what to see, getting permission	x	x	x
Discussing - safety, courtesy, conduct on trip	x	x	
Introducing - guide to class	x	x	
Recording and listening - information	x		x
Summarizing information		x	x
Expressing - appreciation, thank you		x	x
Inquiring - additional information, resource speaker	x	x	x
Interviewing - resource person	x	x	x
Writing (planning) - news article on trip			x
Viewing and discussing - sound movie correlating with subject	x	x	x
Reporting - information: to parents, class group or groups		x	x
Writing a paragraph - Work at the Airport			x
Discussing (panel) - The Growth of Air Transportation	x	x	
Debating - Resolved: I prefer air travel to water or land transportation	x	x	
Writing - a biography of Wright Brothers, Amelia Earhart			x
Listing - things seen and heard at the airport	x		x
Labeling - display of airplanes			x
Creating and sharing - poetry, choral speaking	x	x	
Writing a play (planning, producing) - The Story of Air Transportation	x	x	x

This is not intended as a prescribed or a complete list. For added suggestions, see: Building Power in Written Communication, The Madison Public Schools, 1958.

SPECIFIC INTERRELATIONSHIPS IN LANGUAGE

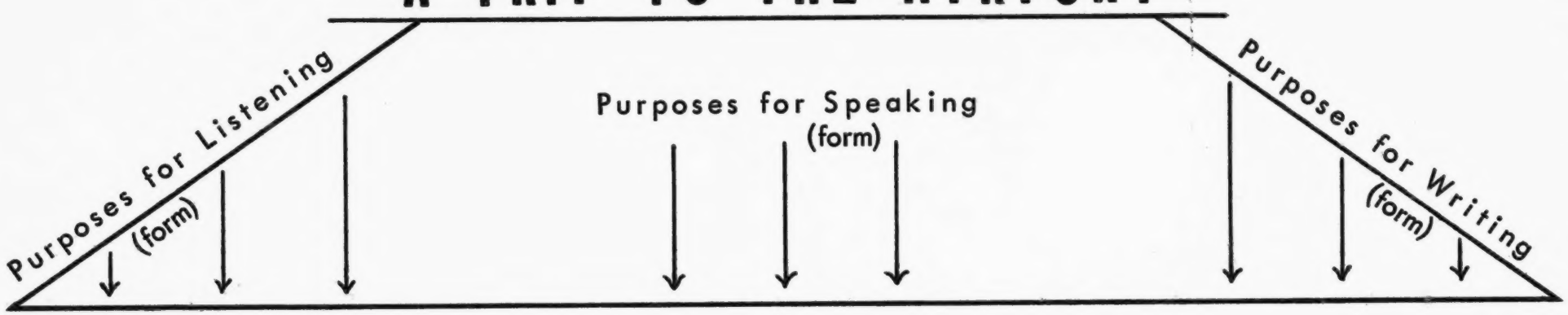
(many learning experiences involve all language areas)

NEEDS

(GROUP AND INDIVIDUAL)

SITUATION

A TRIP TO THE AIRPORT



PLANNING	PLANNING	PLANNING
EXPLAINING	EXPLAINING	EXPLAINING
ANNOUNCING	ANNOUNCING	ANNOUNCING
INTERVIEWING	INTERVIEWING	INTERVIEWING
REPORTING	REPORTING	REPORTING
CREATIVITY	CREATIVITY	CREATIVITY
DRAMATIZING	DRAMATIZING	DRAMATIZING
STORY TELLING	STORY TELLING	STORY TELLING
VERSE, POEMS	VERSE, POEMS	VERSE, POEMS

OUTCOMES – ABILITIES --- A Trip to the Airport

Organization - Listening

Identifying and following main idea of speaker

Identifying supporting detail

Identifying and following order of events

Judging speaker's purpose

Listening during conversation and discussion

Organization - Speaking

Speaking in clear, well-organized sentences

Presenting a report with an introduction, body, conclusion

Giving a message or explanation accurately

Contributing during conversation and discussion

Following form in an introduction and greeting

Following form in an interview

Organization - Writing

Writing in clear, well-organized sentences

Writing a well-organized paragraph: topic sentence, body, conclusion.

Writing well-organized, interesting story, recognizing: beginning, sequence of events, ending

Writing a report; following plan - outline; writing a bibliography

Following form of a letter, a news story, plays, poems, labels, and titles

Vocabulary - Listening

Listening to:
- Subject - Technical Words
- Rhyming Words (poems)
- Picture Words (sights, sounds)
- Action Words (sounds)
- Key - Transition Words
- Synonyms, Antonyms

Unlocking meaning through:
- Context Clues
- Form Analysis
- Interpretation

Vocabulary - Speaking

Speaking:
- Subject - Technical Words
- Precise - Exact Words
- Rhyming Words (poems)
- Picture Words (sights, sounds)
- Action Words (sounds)
- Key - Transition Words
- Figurative Words

Vocabulary - Writing

Writing:
- Subject - Technical Words
- Precise - Exact Words
- Rhyming Words
- Picture Words
- Action Words
- Key - Transition Words
- Synonyms, Antonyms
- Figurative Words

Gaining effectiveness through:
- Correct form and structure
- Correct usage

Conventions - Listening

Listening with:
- Interest
- Alertness
- Attention
- Concentration
- Accuracy

Respecting:
- Rights of others
- Opinions and interests of others

Conventions - Speaking

Speaking with:
- Accuracy of Ideas
- Poise - Confidence
- Clear Voice
- Fluent Speech
- Good Intonation
- Desirable Tempo
- Desirable Speech Patterns

Respecting:
- Rights of others
- Opinions and interests of others

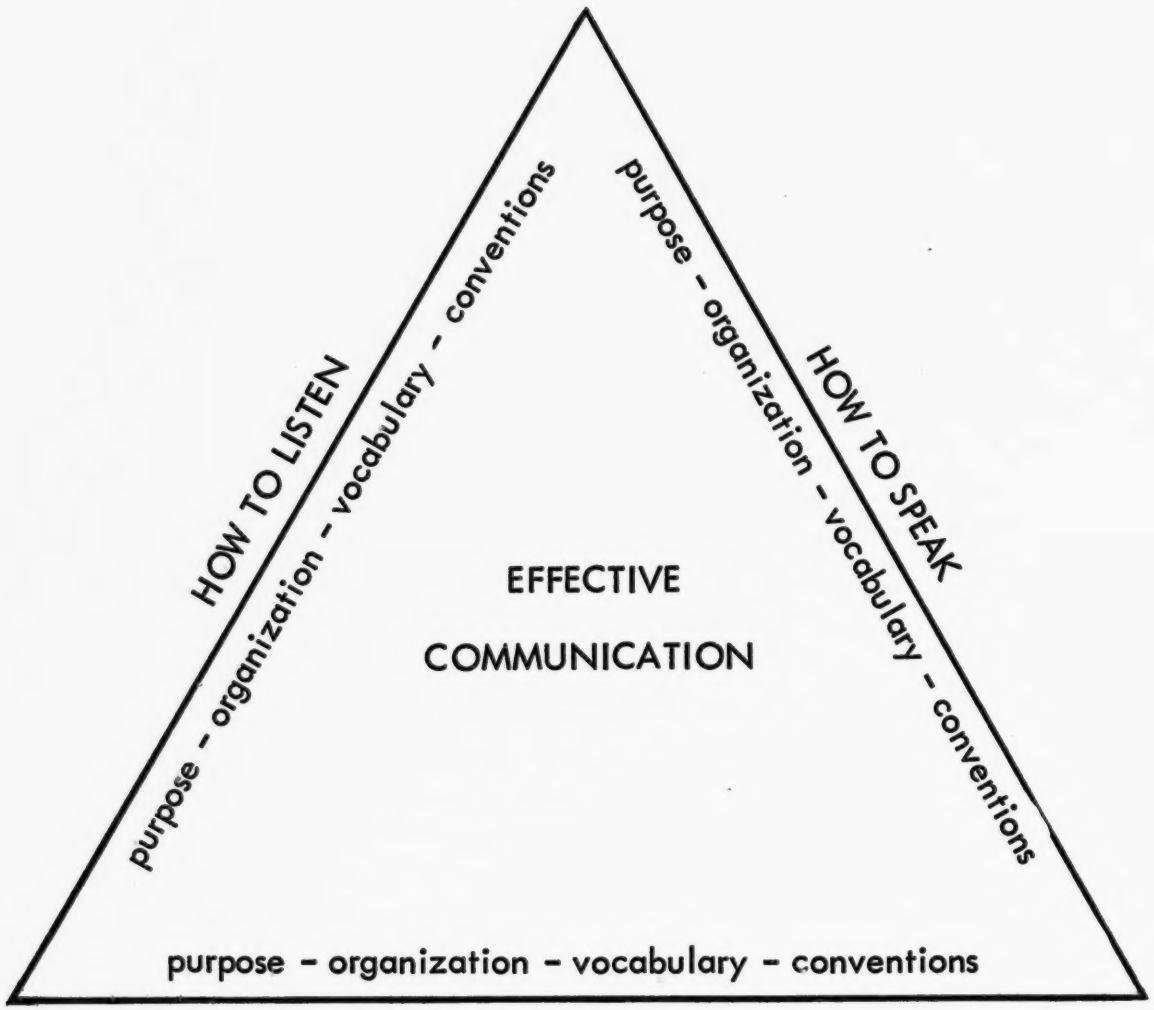
Conventions - Writing

Writing with:
- Inspiration
- Accuracy
- Fluency

Using correct:
- Capitalization
- Punctuation

Respecting reader of product:
- Standards of Spelling
- Standards of Penmanship
- Standards of Neatness

GRADE LEVEL EXPECTANCIES and RELATED LEARNING EXPERIENCES



Kindergarten

Grade One

Grade Two

Grade Three

Grade Four

Grade Five

Grade Six

GRADE LEVEL EXPECTANCIES and LEARNING EXPERIENCES

Because of the intricate and interrelated structure of the language process, it appears logical that areas not be treated in isolation. Paradoxically, the amalgamation of abilities and skills implies the danger of diffusion unless elements within areas are identified. Current views support the importance of identifying goals within each area of language. While relationships are ever dominant, skill in one area does not ensure skill in another. Each has its specific goals and abilities which must be recognized.

Four overall objectives--purpose, organization, vocabulary, and conventions--determine the arrangement of the following section. This arrangement identifies specific abilities and proposes related learning experiences for attaining goals while recognizing the interrelationships between listening, speaking, and writing. Obviously, language development is a gradual growth, progressing from simple skills to those more complex in nature. While many activities are applicable to more than one grade level, sequential growth can be identified within grade level expectancies.

The term EXPECTANCIES relates to the child. These are expected growth patterns of achievement identified within grade levels. The right hand column SUGGESTED LEARNING ACTIVITIES contains ideas for promoting growth and is addressed to the teacher.

Since competencies develop in relation to needs and interests, it seems unlikely that children at any one grade achieve a specific set of skills within a given period. Because of varied individual differences, what may be too difficult for some may not be challenging to others. Provision must be made for readiness, direct teaching, further development or re-emphasizing of concepts and abilities.

It is hoped that each teacher will find guidance in these materials and that the plan will be approached creatively. No learning experience has been developed in its entirety; many ideas should be explored and materials added to meet individual and group needs. Hence, these materials are suggestive, not prescriptive in nature.

GRADE LEVEL EXPECTANCIES AND LEARNING EXPERIENCES

LISTENING

PURPOSE: INTRODUCE DIFFERENT REASONS FOR LISTENING

Expectancies	Suggestions for Developing Expectancies
Becomes interested in others through listening	Encourage listening to others. • Provide daily opportunities for listening, telling stories and news.
Recognizes occasions for listening	Develop accuracy in following directions. • Play game: Bell Game. Children sit on floor with a bell in center. Teacher calls on child to follow directions such as, "Walk to bell; walk around it; ring bell two times; hop back to place on floor." • Play game: Listening Game. Teacher explains: "I am going to tell you just once to do one thing. Walk to the door. Now I am going to tell you to do two things. Walk to the door and pick up a block. Now I am going to tell you to do three things. Walk to the door, pick up a block, and give it to Mary."
Enjoys a variety of music, poetry, and stories	Develop an appreciation for rhythm in music and poetry. • Play records without words during rest time and encourage children to close eyes and "see" pictures. Call for volunteers to describe impressions. • Listen to music to stimulate imagination: Parade of the Wooden Soldiers - Columbia Shoemaker and the Elves - Decca Gingerbread Boy - Decca • Listen and respond to rhythm through bodily action: marching, skipping, hopping, running, swaying.

ORGANIZATION: INTRODUCE CONCEPT OF ORDER—SEQUENCE WHEN LISTENING AND THE ABILITY TO MAKE JUDGMENTS

Expectancies	Suggestions for Developing Expectancies
Begins to sense order through observation and listening	Introduce understanding of order. • Develop sense of order in daily activities through planning. • Develop an awareness of the sentence through listening to stories and experience charts. • Develop an awareness of sequential order through listening and recalling events in stories. • Read stories such as The Gingerbread Boy and The House That Jack Built. Retell stories using the flannelboard.
Begins to differentiate between real and make-believe	Provide opportunities for interpretation. • Distinguish between real and make-believe through listening to stories. • Provide for dramatic play and pantomime and encourage creative interpretation.
Identifies and responds to simple rhythmic patterns and sounds	Introduce auditory discrimination and interpretation of sounds. • Listen and identify sounds of animals, weather, seasons, machinery, musical instruments, etc. • Distinguish high and low sounds, loud and soft sounds. • Identify sounds that warn of danger. • Refer to Scott and Thompson, Phonics, Webster Publishing Company, 1962, for specific listening games. • Play game: Little Tommy Tittlemouse. One child sits on chair and hides his eyes while class chants: "Little Tommy Tittlemouse, Lives in a little house." Another child is chosen who tiptoes and knocks on the back of first child's chair as class says: "Someone's knocking; me, oh my!" Child on chair questions, "Who is here?" Second child answers, "It is I!" and child, blindfolded, guesses who it is. • Divide class into "skipping," "galloping," and "marching" groups. Provide music for each type of movement. Children in a given group move to music suitable for the activity.

VOCABULARY: DEVELOP UNDERSTANDING OF WORDS HEARD

Expectancies	Suggestions for Developing Expectancies
Increases vocabulary through listening	Develop meanings of words and interest in words. • Talk about new words and encourage an interest in them. • Develop understanding of words denoting size or position: on, in; first, second, third; big, biggest; using visual aids.
Begins to recognize similarity in words and enjoys a variety of sounds and patterns	Develop perception and enjoyment of sounds. • Close eyes and listen for environmental sounds. Talk about variety of sounds heard. • Call attention to similarities in words and name sounds (Billy, Bobby, Betty). • Listen to rhymes, jingles, and stories. Create class rhymes. • Play rhyming word games such as clapping hands when hearing rhyming word, or repeating and adding more words after first one mentioned.

CONVENTIONS: INTRODUCE GOOD LISTENING HABITS

Expectancies	Suggestions for Developing Expectancies
Shows awareness of importance of listening	Introduce the importance of attentive listening. • Talk about need for good listening at home, on way to school, in school and wherever people are encountered. • Make mural: A Good Listener Hears... Include items mentioned in previous discussion.
Begins to show interest in listening politely	Introduce the need for polite listening. • Set a few simple standards for good listening, such as not interrupting and giving attention to speaker.

PURPOSE: PROMOTE LISTENING FOR VARIOUS REASONS

Expectancies	Suggestions for Developing Expectancies
Listens to others in conversation and discussion	Encourage listening when others are speaking. • Discuss problems pertinent to classrooms and playground. Stress the importance of hearing suggestions from many people.
Listens and responds to directions and listens when sharing experiences	Encourage listening for information. • Give directions for games - "Simon Says." • Fold paper according to directions. • Provide time for listening to others (talks).
Enjoys listening to a variety of music, poetry, stories, and dramatizations	Develop listening for enjoyment. • Interpret musical selections through pantomime (Sorcerer's Apprentice, Nutcracker Suite). • Dramatize the best or most exciting part of a story. • Draw or paint pictures telling the mood of music and poetry. • Provide for moments of relaxation through music, stories, and poetry.

GRADE ONE

LISTENING

ORGANIZATION: DEVELOP THE CONCEPT OF ORDER—SEQUENCE WHEN LISTENING AND SKILL IN MAKING JUDGMENTS

Expectancies	Suggestions for Developing Expectancies
Senses order through observation and listening	Develop concept of order. . Plan daily activities. List in sequence. . Develop an awareness of the sentence through listening in reading. . Provide pictures of a well-known story or rhyme to be placed in sequential order. Use flannel board. . Make individual booklets of favorite story. Arrange pictures in order. . Show relationship of parts within a story. Tell a story, omitting an important event. Children identify this omission.
Begins to make judgments and show sense of logic	Provide experiences in making judgments. . Tell about an experience familiar to children, containing some facts contrary to common logic. Children tell what is irregular in the story and why. An example might be: "John was playing with some matches. He lit one and his finger touched the flame. His finger became cold. John did not cry because his finger felt fine." . Distinguish real from make-believe stories. . Anticipate development of a story. Read a section. "What do you think might happen next?"
Begins to recognize sounds and determine mood	Develop auditory discrimination. . Distinguish between sounds near or far; high or low; loud or soft. See p. 91, Bailey, Horrocks, and Torreson, Language Learnings, American Book Company, 1956. . Identify environmental sounds (street, hall, classroom). . Visit beach, zoo, store. Note typical sounds. . Encourage children to move to the rhythm of various kinds of music. . Derive meaning from voice intonation. Demonstrate how voice conveys impatience, anger, delight, fear and other emotions. . Refer to Scott and Thompson, Phonics, Webster Publishing Company, 1962, for specific listening games.

VOCABULARY: DEVELOP UNDERSTANDING OF WORDS FREQUENTLY HEARD

Expectancies	Suggestion for Developing Expectancies
Increases vocabulary through listening and enjoys hearing words and a variety of language patterns	Develop ability to recall word meanings when listening and create an interest in words. • Develop and expand vocabulary within subject areas. • Use sounds to develop concept of words such as louder, softer. • Read a variety of poems and stories, emphasizing colorful words. • Identify rhyming words when listening. • Read a familiar poem, occasionally allowing children to supply a missing rhyming word.
Identifies and interprets letter sounds and blends	Develop identification and interpretation of sounds. • Identify and label articles in room which begin with T, C, M, B, etc. Continue with consonant blends. • Place picture cards of objects (from old books, magazines) on hooks or in boxes that specify a beginning or ending sound. • Letter each side of small, square box. Children roll box and tell the letter on top of box and a word that begins with that letter. • Make shoebox sound train. Paint and letter shoeboxes and fill with objects that begin (or end) with each letter. • Play musical chairs. Repeat words. Children sit when they hear a word beginning with specific sound (r, b, ch, sh).

CONVENTIONS: DEVELOP GOOD LISTENING HABITS, ENCOURAGING COURTESY

Expectancies	Suggestions for Developing Expectancies
Begins to understand the importance of good listening Shows interest in listening politely	Introduce the importance of standards for good listening. • Create puppet play dramatizing good listening habits. Encourage courtesy when listening to others. • Make listening chart including: We look at the one who is talking. We are quiet. We try to listen well. We do not interrupt. We think about what we hear.

PURPOSE: PROMOTE LISTENING FOR VARIOUS REASONS

Expectancies	Suggestions for Developing Expectancies
Grows in listening thoughtfully to contributions of others in conversation and discussion	Encourage thoughtful listening during conversation and discussion. . Provide experiences which stimulate conversation. Encourage children to listen to classmates and to follow a trend of thought. . Promote good listening in planning and problem solving (committees). Encourage contributions through reactions and suggestions.
Grows in listening effectively in formal situations, gaining information	Develop listening for specific information. . Establish the practice of giving directions only once. Children recall and follow three or four given directions, increasing number as accuracy develops. . Check accuracy of recall after hearing announcement or message. Children repeat the message understood. . Develop skill of listening to a report (topic, book, news). Check recall through questioning following listening or list guide questions prior to listening experiences. Encourage reactions and inquiry. . Invite resource speaker correlating with unit of study. . Read paragraphs describing animals. Children dramatize kind of animal depicted in each paragraph.
Continues to listen for enjoyment and appreciation	Provide and capture opportunities to listen for enjoyment and relaxation. . Listen to stories, poems, and music. Children express feelings through drawing and dramatization. . Enjoy rhythm and rhyme in music and poetry.

ORGANIZATION: DEVELOP THE CONCEPT OF ORDER-SEQUENCE AND SKILL IN MAKING JUDGMENTS

Expectancies	Suggestions for Developing Expectancies
Shows awareness of main idea when listening and grows in understanding of order, including sequential arrangement	Develop the understanding of order-sequence. • Develop concept of order through daily planning. • Continue to develop the concept of a sentence through listening. • Develop ability to select main idea. For example, after viewing a television program or listening to a story, class selects one of three or four statements which best expresses the main idea. • Develop ability to follow speaker's sequence of ideas and/or recall sequential arrangement of story by telling what happened first, next, and last.
Becomes more skilled in interpretation	Provide and capture situations for the experience of making judgments. • Help children anticipate developments in a story. Read portion of story, stopping at interesting part to ask: "What do you think will happen next?" Or, begin a story and allow children to supply ending. • Introduce critical thinking. Following a report (safety), ask questions to motivate analysis: "Should you cross the street if the driver motions for you to cross? Where should you cross the street? Why?" • Further develop auditory discrimination. Ask children to close eyes and identify sounds: tear paper, bounce a ball, move a chair. Also, distinguish sounds: loud, soft; near, far; high, low. • Develop recognition of mood in music, poetry, and stories. Children identify mood through finger-painting and dramatization. Also, express mood in words. • Develop detection of meaning from voice intonation. Demonstrate how teacher, mother, playmate use voice to convey impatience, anger, delight, fear. Dramatize different emotional reactions. • Help children evaluate radio and television programs. List programs viewed during a week to determine which have educational value and those which are entertaining. • Differentiate between the real and fanciful stories. List differences: **Real** It is true. There are no fairies or magic. Animals and people are real. **Make-Believe** It is not true. There may be fairies and magic. Animals and people are not real.

VOCABULARY: DEVELOP UNDERSTANDING OF DIFFERENT KINDS OF WORDS FREQUENTLY HEARD

Expectancies	Suggestions for Developing Expectancies
Continues to expand word concepts through rich and varied experiences Subject Words Picture Words Rhyming Words Synonyms, Antonyms Picture-Action Words	Introduce understanding that words have different uses and encourage vocabulary growth. . Build understanding of words pertaining to specific curriculum areas. Refer to arithmetic, science, social studies, and health guides. Read a variety of stories and poems. See selections in guide for reading and literature. . Help build sensory images through poetry. Refer to "Bakeshop Window," page 56 and "The Jolly Woodchuck," page 62, Dawson, Round the School Year, Language for Daily Use, Grade 2. Also, "Mud," page 141, English Is Our Language, Book 2. . Develop a "feeling" for colorful words. Read a Halloween poem. Discuss use of picturesque words such as "What does a spooky night make you think of?" . Help children discover words through rhymes and riddles. Examples: What word means 1) not smooth and rhymes with tough? 2) pain and rhymes with cake? Refer to riddles in English Is Our Language (teacher's edition), Book 2. . Enrich vocabulary through identifying synonyms and antonyms. Children select words of similar and opposite meanings. Make word puzzles. See Bailey, Barnes, and Horrocks, Our English Language (teacher's edition), Book 2, page G24. . Help distinguish between long and short vowel sounds and word beginning and ending sounds.
Growth in word perception Context Clues (homograph) Word Form Figurative Words	Introduce word meaning through interpretation. . Develop understanding of multiple meanings of words (homographs). Illustrate or correlate with pictures. Examples: I hit home runs. The river runs. My dog runs away from home. . Create word concepts through context. . Create understanding of new words through use of the suffix. . Help interpret figurative description in enjoyment of poetry: "Tall trees are brooms" in poem, Brooms, page 71, English Is Our Language, (teacher's edition), Book 2.

CONVENTIONS: PROMOTE GOOD LISTENING HABITS AND COURTESIES.

Expectancies	Suggestions for Developing Expectancies
Becomes increasingly aware of need for good listening and practices more mature listening habits	Develop good listening standards. • Make a list of good listening practices. Evaluate class listening in light of these standards. • Encourage correct pronunciation through auditory discrimination. Demonstrate clear enunciation and check common errors such as "git" for "get" and "jist" for "just". Record children's voices (tape) and detect good speech patterns.
Becomes aware of rights and opinions of others	Promote courtesy. • Demonstrate use of dial tone and busy signal. Develop use of "excuse me" or "pardon me" when interrupting and when speaker is not clearly heard or understood.

PURPOSE: INTRODUCE THE ABILITY OF ADAPTING TO DIFFERENT KINDS OF LISTENING

Expectancies	Suggestions for Developing Expectancies
Grows in listening to the contributions of others in conversation and discussion; is aware of topic, trend	Promote better listening in conversation and discussion. • Continue to promote listening in conversation. Select topics of mutual interest for center of conversation (teacher-pupil planning). • Continue to promote listening in discussion through planning, sharing, evaluating. • Encourage good listening in problem solving situations. Form committees to discuss class or school problems. List guide questions. Encourage class contributions through reactions and suggestions. • Plan a field trip and discuss the following: How do we get there? What rules of safety and manners shall we remember? What shall we look for?
Grows in effective listening within expanding experiences and improves in ability to recall Directions, Introductions, Messages Explanations, Announcements Reports	Continue to develop listening for special information. • Develop the ability to follow directions. (See Grade Two - Listening - Purpose). Compose paper-pencil games as: In the upper right hand corner write _____. On the bottom of the page put _____. In the center give the answer to (compose a simple problem). In the upper left corner put the word that does not rhyme in this list: bang, sang, lock, rang, etc. • Develop ability to listen to explanations. English Is Our Language, Book 3, page 159. • Provide opportunities for listening to reports; news, book, topic. • Plan a school newspaper. Children assemble information through listening - the interview, news, educational television programs.
Continues to listen for relaxation, enjoyment and appreciation, gaining in understanding	Provide and capture opportunities to listen for enjoyment, relaxation, appreciation. • Promote vivid imagery when listening. Children express mental pictures formed when listening through dramatization, art, music. • Continue to provide experiences in listening for relaxation and enjoyment; enjoy the beauty, mood, and feeling created through stories, music, and poems.

ORGANIZATION: INTRODUCE COLLECTIONS, ARRANGING, AND ANALYZING FACTS AND IDEAS WHEN LISTENING

Expectancies	Suggestions for Developing Expectancies
Begins to recognize the main idea when listening and grows in the understanding of order	Continue to develop understanding of order-sequence when listening. . Promote growth in selecting main idea when listening. Select main idea in a story or television program. . Read a simple story or paragraph. Children compose suitable title depicting main idea. . Develop the ability to follow the trend of thought in discussions. Tape record a classroom discussion and evaluate by asking: Did speaker stick to the subject? How could the discussion have been improved? . Help children to respond to directions and explanations while remembering details. Review rules for a game, instructions for an assignment, or fire drill regulations. . Help children anticipate developments in a story (See Grade Two - Listening - Organization).
Begins to be selective and indicates skill in analysis	Introduce opportunities for selecting, interpreting, and judging. . Help children form judgments and draw conclusions. Determine, for example, why a particular animal builds his home in a certain location and manner. . Continue practice in sensing predominating emotional tone. Detect the mood of music, poetry, stories. After the reading of a poem, listen for a part that compares or which makes you feel sad. . Continue distinguishing between real and make-believe. . Give practice in drawing inferences from ideas presented. Example: within a given situation, discuss probable causes of accidents. . Acquaint children with the effectiveness of language through listening to good literature selections.

VOCABULARY: DEVELOP THE UNDERSTANDING OF DIFFERENT KINDS OF WORDS WHEN LISTENING

Expectancies	Suggestions for Developing Expectancies
Continues to expand word concepts through increasing experiences Subject Words Picture Words Action Words Rhyme Synonyms, Antonyms	Develop understanding that words have different functions and continue vocabulary growth. • Build understanding of words pertaining to specific curriculum areas. Continue exploring new words heard through visual aids, discussion, etc. • Help build mental pictures through listening to descriptive poems: "Mice" by Rose Fyleman. Arbuthnot, Time for Poetry, Chicago, Scott, Foresman and Co., 1951. "The Blackbird" by Humbert Wolfe, Time for Poetry. English Is Our Language, Book 3, pages 40-42. • Develop listening for words which resemble sound (buzz). Read "The Goblin" by Rose Fyleman. English Is Our Language, Book 3, page 134. • Continue creating enjoyment through rhyme and recognition of word sound. English Is Our Language, Book 3, pages 142-143. • Continue to extend vocabulary through the understanding of synonyms and antonyms. English Is Our Language, Book 3, page 82.
Gains in word perception Context Clues (homograph) Word Form Figurative Words	Develop vocabulary by unlocking meanings. • Continue to develop meanings from context during oral presentation. • Develop understanding of words of multiple meaning. English Is Our Language, Book 3, pages 36, 123, 189. • Develop vocabulary through use of suffixes and prefixes. Make a chart of common prefixes and suffixes and their effect upon root meaning. • Create enjoyment through figurative language. English Is Our Language, Book 3, pages 144-145, 149. List similes: quiet as sleep, soft as down.

GRADE THREE

LISTENING

CONVENTIONS: PROMOTE GOOD LISTENING HABITS AND COURTESIES

Expectancies	Suggestions for Developing Expectancies
Improves in listening practices and habits	Promote good listening. • Make a class list of good listening practices. Evaluate in light of these standards. English Is Our Language, Book 3, pages 4-6, 90, 164, 244, 255. • Set up "Let's Listen" week. List some specific standards. Pupils may agree not to ask for repetitions of directions or explanations. • Make posters illustrating good and bad listening habits. • Encourage summary (class) of main thoughts when listening.
Shows growth in respecting the rights and opinions of others and becomes more sensitive to the interests of others	Promote courtesy. • Develop courteous manner of interrupting. Dramatize. • Encourage selecting positive qualities of oral expressions. List desirable qualities.

PURPOSE: DEVELOP THE ABILITY TO ADAPT TO DIFFERENT OCCASIONS AND OPPORTUNITIES FOR LISTENING

Expectancies	Suggestions for Developing Expectancies
Grows in listening to the contributions of others in conversation and discussion, recognizing topic, trend	Develop thoughtful listening during conversation and discussion. • Listen to the speaker in conversation and discussion, and encourage forming reactions to what is heard. See English Is Our Language, Book 4, pages 1-5, 46-47, 104-106, 134-137, 196-197, 239-240. • Form discussion groups for social studies problems. • Discuss standards for good listening. Make an evaluation chart to help improve listening: Did I listen and follow the topic? Did I listen courteously?
Grows in listening effectively, recalling greater detail Directions, Introductions, Messages Explanations, Announcements The Interview Report News	Develop listening for information within more formal situations. • Continue providing experiences in following directions. Tell what step is out of order in these directions for wrapping a gift: Select a piece of paper large enough to go around box. Bring edges together and carefully fold all sides of paper to center. Fasten loose edges with tape or seals. Remove price tag from gift. Tie with ribbon and decorate. • Use natural situations to foster ease in introductions. Child introduces speaker to class (parent). • Continue to provide experiences in listening to gain information (announcements, explanations) improving recall. Use guide questions: what, where, when? • Introduce the experience of recalling what is heard in an interview. Organize teams and give practice in interviewing. Interview students and faculty for school newspaper. • Develop the ability to gain information through a report. Use an outline to guide in summarizing. • Encourage listening to news (radio, television). • Provide many opportunities for reporting topics. Encourage accuracy and completeness in reporting.
Continues to listen for enjoyment, appreciation, and understanding	Provide and capture opportunities to listen for enjoyment, relaxation and appreciation. • Continue to promote perception of imagery when listening, involving details. Read aloud tall tales and enumerate the exaggerations and details of descriptions. Listen to stories and poems. Children choose favorites. Read orally from Stevenson's poems, "Windy Nights." Children close eyes and visualize the picture this poem creates. • Promote inspiration for creative activities. Provide experience for free body expression.

ORGANIZATION: DEVELOP COLLECTING, ARRANGING, AND ANALYZING FACTS AND IDEAS

	Suggestions for Developing Expectancies
Gains in the ability to see relationships and begins to identify the main idea or theme when listening	Develop order-sequence, recognizing main idea and some detail. • Develop ability to select the main idea in a report or story, encouraging recall of more detail, reorganizing order. • Discuss central idea or theme of a story read. Listen to a story with simple thought-units. List these ideas (sequential order) as children summarize in own words. Refer to English Is Our Language, Book 4, pages 60, 145-146. • Plan questions to ask a speaker. List the ideas for questions. • Retell favorite story. Stop when climax is reached. "What do you think will happen next?" • Outline main and sub-points after listening to speaker (teacher guidance). See English Is Our Language, Book 4, pages 207-210, 146-147.
Becomes more selective and more skilled in interpretation and critical thinking Truth - Fiction Fact - Opinion Mood	Provide expanding experiences in interpreting and making judgments. • Encourage evaluation of information gained through listening: Did I gain information to answer the questions formed before listening? • Develop the ability to distinguish between truth and fiction. Help determine the truths in stories of fantasy. Discuss most informative weekly program, and most entertaining one. • Demonstrate the use of linking words. Practice different organization within a given sentence. Judge the effectiveness of new order. • Promote the ability to interpret mood. Illustrate how a story makes you feel (drawing, painting, etc.). Select stories which have a dominant mood. • Provide for small reading groups. Listen to each other read. Guide interpretation of mood through questions: How did this part make you feel? Why do you suppose you felt amused, afraid, sad, etc?

VOCABULARY: EXTEND UNDERSTANDING OF WORDS AND HELP FORM ACCURATE IMPRESSIONS

Expectancies	Suggestions for Developing Expectancies
Matures in forming word concepts through expanding experiences Subject Words Picture Words Action Words Key-Transition Words Synonyms, Antonyms	Continue to build a rich, meaningful vocabulary. • Continue to explore meanings of new words heard (teacher-pupil). See English Is Our Language, Book 4, pages 68, 71. • Develop understanding of words in various subject areas. Build meanings through films and other visual aids. • Continue to provide experience in building mental images through picturesque and sensory words. Refer to English Is Our Language, Book 4, pages 173, 179, 181. • Observe the beauties of nature, a sunset, a storm. Collect descriptive phrases - dazzling colors, feathery clouds, heavy sounds. Keep list for future reference. • Promote understanding of action words and words which say sounds. See English Is Our Language, Book 4, pages 181, 187. Listen to "Grand Canyon Suite" and list sounds heard. • Find and display objects which produce sounds. Listen to sounds and find words to describe them. • Help identify simple key words in oral reports and stories which denote organization: order - first, next; time - then, soon, later. • Continue building vocabulary through understanding of synonyms and antonyms. See English Is Our Language, Book 4, pages 97-99. Children may prepare bulletin boards demonstrating word pairs.
Continues to gain in word perception Context Clues Word Form Figurative Words	Continue to expand vocabulary, deducing meanings. • Continue to develop word meaning through context clues. There were no waves on the lake. The water was very calm. What word best explains calm? (stormy, quiet, blue) • Give sentences orally and children add missing word which best fits context: The people who live next door are my neighbors. Identify the clue which led to this choice. • Continue to develop words of multiple meaning. See English Is Our Language, Book 4, pages 302-303. • Develop vocabulary through identifying word form. • Make a "Prefix Wheel". Cut two disks from cardboard 7" and 8" in diameter. Cut out strip from smaller disk 2-1/2" long, 3/4" wide, making a window. Select a prefix, write it on smaller disk and locate on larger disk eight words using any prefix. Attach disks at center with brad and turn smaller disk to see how many new words can be formed. • Introduce figurative language and help in interpretation. Refer to English Is Our Language, Book 4, page 176. Refer, also, to Building Power in Written Communication, Madison Public Schools, 1958, page 62.

CONVENTIONS: DEVELOP SKILL IN USING ACCEPTED PATTERNS AND PRACTICES IN LISTENING

Expectancies	Suggesions for Developing Expectancies
Continues to grow in listening practices, habits, and skills, increasing attention span and ability to achieve ideas Interest Alertness Attention Concentration Accuracy	Develop good qualities in listening. • Develop the importance of alert listening when gaining information. Show a sound film. Turn off sound for a section of film. Children create the omitted section of conversation or explanation. Reshow the film with sound and compare children's interpretation with actual narration. • Promote effective listening through eliminating common distractions. Children list factors which interfere with their listening: interruptions, inattention, noise. Also, develop the role of the listener regarding the need to accept unavoidable distractions: environmental noise, unexpected callers. • Develop auditory acuity. Set time for conscious listening to a certain number of sounds. Close eyes and tell the number which can be identified. • Help create a sensitivity to correct speech. Refer to English Is Our Language for development. • Develop standards for good listening. See English Is Our Language, Book 4, pages 5, 14, 61, 107, 289.
Begins to sense the importance of observing the rights and opinions of others	Encourage courtesy in listening. • Initiate constructive criticism, reminding children to offer commendable comments. • Promote courteous behavior in listening situations. Discuss the courteous way to interrupt, or interject a thought. Dramatize situations. • Discuss situations when children use the telephone. Stress courtesy and graciousness in both social and business calls. Show through vicarious experiences.

PURPOSE: DEVELOP THE ABILITY TO ADAPT TO DIFFERENT OCCASIONS AND OPPORTUNITIES FOR LISTENING

Expectancies	Suggestions for Developing Expectancies
Grows in listening to the contributions of others in conversation and discussion, following topic, trend and improving recall	Develop listening in less formal situations. • Continue to promote listening in conversation and discussion and continue to encourage reactions to what is heard. • Record a conversation using tape recorder. Evaluate topic or topics discussed: Did conversation follow a trend of thought? If a new topic was introduced, was the transition made smoothly? • Discuss standards for listening. Refer to English Is Our Language, Book 5, pages 4-5, 71, 148, and 252-253.
Grows in listening effectively in extended experiences, recalling detail Directions, Introductions, Messages Explanations, Announcements The Interview Reports News	Develop listening within more formal or structured situations. • Provide experiences in following directions, developing greater accuracy of recall. Play game: Guess Where. Divide class into two teams. One team gives three clues about state or city and other team guesses answer. If correct, speaker crosses to other team. • Provide experiences in listening to information of increasing complexity (instruction, announcements, messages, explanations) for improvement of recall. • Dramatize receiving and recording telephone messages accurately. • Further develop the ability to recall what is heard in an interview. Discuss purpose of interview. Dramatize interview: Apply for a job in your neighborhood - baby sitting, mowing lawn, cleaning walks. Plan questions to ask. Interview, also, to secure information for school newspaper. • Develop ability to recall information in a report of increased complexity in content and detail. Invite a guest speaker. After listening to speech, develop outlines summarizing material and giving personal reactions. Refer to English Is Our Language, Book 5, pages 260-261. • Develop the ability to gather and recall accurately important news given in radio and television programs. Listen to television or radio news report. Check front page of newspaper next day to see which of same items can be found, and accuracy of content recalled.
Continues to listen for enjoyment and appreciation and matures in understanding	Provide and capture opportunities to listen for enjoyment, relaxation and appreciation. • Provide vivid imagery of greater detail when listening. Form several groups of five or six pupils to tell tall tales. Leader opens tale with incident to which each member listens and in turn adds a new incident. Topics may be incidents concerning space travel, the West, etc. • Continue to provide experiences in listening, forming reactions to what is heard. Play records of music, poetry, and prose selections. Note: Sounds that give pleasure Sounds that warn of danger Sounds that amuse

ORGANIZATION: DEVELOP COLLECTING, ARRANGING, AND ANALYZING FACTS AND IDEAS

Expectancies	Suggestions for Developing Expectancies
Continues to grow in the ability to sense relationship and to identify main thoughts and supporting facts in order	Continue to develop order-sequence, recalling main idea and detail, within more complex material. • Develop the ability to identify the main idea or theme of a report or story. Listen to a story. Children tell plot in own words. See English Is Our Language, Book 5, pages 102-109. Determine the situation which created the plot. What minor incidents help build the plot? Identify the climax in the story. • Improve the ability to form the main ideas of what is heard and recall simple detail, being conscious of correct order. Take simple notes of a brief report or telecast. Use simple outline to organize information. • Complete an outline form (complexity determined by class abilities). • Listen to a description of the manufacture of automobiles, clothing, food products. List steps in sequential order. See English Is Our Language, Book 5, pages 169-170.
Begins to summarize and draw conclusions, growing in the selection and interpretation of ideas Truth - Fiction Fact - Opinion Purpose Mood	Provide many opportunities for selecting, interpreting, and evaluating. • Develop ability to evaluate content of information gained. What new ideas were given? Which ideas seem of most value? • Develop ability to distinguish between truth or fiction, fact or opinion. • Encourage the use of questions to evaluate speaker's message: What is the speaker's purpose? Are his facts accurate? Is his reasoning logical? What techniques of persuasion is he using? • Provide sample statements. Children distinguish between fact-opinion: Golf is the best game in the world. Robert Fulton built the "Clermont" in 1807. Grasshoppers often damage grain crops. Travel by boat is more enjoyable than travel by car. • Introduce naturally the ability to recognize bias and emotional appeal, exercising critical judgment. Create advertisements of products, using persuasive words. Divide class into three teams. Each listens to different news commentators reporting the same event or events. Report next day and compare comments. • Develop ability to determine speaker's purpose. Listen to sports news from newspapers in different cities after baseball or football game, and notice variations in wording and reporting. For example, in covering a baseball game, with the score 9 to 6, one reporter states "Robins smashed Bluebirds." Another says "Robins edged Bluebirds." Discuss different interpretations. • Call attention to and help identify the mood of prose, poetry, and music. How did this selection make you feel?

VOCABULARY: DEVELOP A BROAD UNDERSTANDING OF WORDS AND HELP FORM ACCURATE IMPRESSIONS

Expectancies	Suggestions for Developing Expectancies
Continues to mature in forming word concepts as real and vicarious experiences increase Subject-Technical Words Picture Words Action Words Abstract Words Key-Transition Words Synonyms, Antonyms	Extend vocabulary, exploring and understanding meanings. • Help understand new words heard (teacher-pupil, encouraging pupil independence). Suggest children keep a list of unfamiliar words heard on radio or television during one week. Try to determine those words which were not in common use a few years ago. • Extend vocabulary in various subject areas through picture and map study, graphs and pictographs. Play game: Password. • Continue to provide experiences in forming mental images through picturesque and sensory words, and action-sound words. See English Is Our Language, Book 5, pages 110, 136-139, 142, 148. • Extend the recognition of more mature key-transition words and understand their effectiveness (order - following, finally, introduction, summary; effect - however, therefore; amount - addition, also). • Develop the understanding that some words do not give intended meaning to all people. Example: My bike is new and shining. It has many new attachments. It's the best bike in the neighborhood! What is meant by best, fast, newest, attractive? • Extend vocabulary through the understanding of synonyms and antonyms. See English Is Our Language, Book 5, pages 62-63, 141.
Gains in word perception, using clues to deduce meanings. Context Clues Word Form Word Derivation Figurative Words	Expand the ability to deduce meanings of words. • Use context clues of maturing difficulty to determine meaning: The air was filled with eerie sounds. The loud hooting of owls could be heard at a distance. The twigs and branches crackled as the high wind bent the trees. It was indeed a weird night. What word best explains the meaning of eerie? Quiet, sunny, spooky, loud? • Ask children to supply the missing word in the following sentences: The mother horse is a mare, and the baby is a _____. We eat corn, peas, and beans often. _____ are good for you. We wore mittens, snowsuits, and boots. The season is _____. • Continue expanding the understanding of homographs. Identify the homograph in a given sentence and give another sentence showing a different meaning of that word: I will take a walk after school. Sweep the leaves off the walk. • Continue to build word understanding through more complex word forms. Make chart of less common prefixes and suffixes accompanied by their meanings (anti-, mis-, contra-, -itis). • Introduce and build understanding of word derivation. See Guide to Teaching Spelling and spelling textbook. • Provide experiences in interpretation of simple figurative language. Discuss meanings of figurative language in: "The Fog" by Carl Sandburg. "A Summer Morning" by Rachel Field Time for Poetry, Arbuthnot. Chicago, Scott, Foresman & Co., 1951. Children compose list of familiar figurative language: snug as a cocoon, cool as a cucumber.

CONVENTIONS: DEVELOP SKILL IN USING ACCEPTED PATTERNS AND PRACTICES IN LISTENING

Expectancies	Suggestions for Developing Expectancies
Matures in listening practices, habits and skills Interest Alertness Attention Concentration Accuracy	Develop good listening qualities and stress the value of good listening practices. • Encourage interest in listening outside classroom. List as many of the following sounds as possible: Sounds heard in the early morning Sounds heard on the way to school Sounds heard immediately after morning bell in school • Demonstrate the importance of alert listening to gain information. During a school movie, turn off sound. Continue to watch picture and anticipate conversation. Rerun picture with sound. Compare the two. • Develop accuracy and keenness in listening. Listen for logical detail: Compose a paragraph containing one detail "out of order" with key thought of paragraph. Children discover that which does not belong Read a paragraph giving sequence of events. Children predict what may happen next. • Help create sensitivity to correct speech. Refer to English Is Our Language, Book 5, for development. Record pupils speaking or reading. Listen and evaluate. • Develop standards of a good listener: Looks at speaker and is interested Follows ideas and sequence of the presentation Thinks about what he heard Listens with a purpose clearly in mind Tunes out distracting noises • Refer to English Is Our Language, Book 5, pages 5, 21, 252-253.
Begins to understand the value of self and group when rights and opinions of others are observed	Promote courteous actions and responses in listening. • Develop the use of constructive criticism, encouraging children to find commendable features first. • Promote courteous behavior in listening situations. Discuss courteous way to interrupt, interject a thought, disagree, or question. Encourage polite phrasing of remarks: "That's a very interesting point, John, but I think..." "This is a new approach, Mary. I always thought..." • Continue to promote courteous manner when using the telephone, interviewing, gathering news, making introductions, or giving messages.

PURPOSE: DEVELOP THE ABILITY TO ADAPT TO DIFFERENT OCCASIONS AND OPPORTUNITIES FOR LISTENING

Expectancies	Suggestions for Developing Expectancies
Matures in listening thoughtfully to the contributions of others in conversation and discussion	Develop listening in less formal situation. . Continue to promote listening in conversation and discussion and to develop the ability to form reactions and judgments of what is heard. . Listen to a discussion (TV programs: Questions and Answers, Meet the Press). As you listen, decide: What is this person trying to convince you to do or believe? What facts were used to support an opinion? (Class can create own programs, using similar pattern.) . Promote collecting and formulating ideas on a given topic. Share the information through listening and contributing to discussion. See English Is Our Language, Book 6, pages 1-7, 90-91, 148, 304.
Continues to grow in listening effectively, recalling more detailed and complex information accurately, and grasping ideas more quickly Directions, Introductions, Messages Explanations, Announcements The Interview Reports News	Develop listening within more formal situations. . Provide experiences in following directions, continually improving in accuracy of recall. Give directions for a new game, including how many players can participate, equipment needed, procedure, and how to score the game. . Continue to provide experiences in listening to information of increasing complexity, improving recall (announcements, messages, explanations). Discuss telephone etiquette and the best way to receive and record messages for members of the family. Demonstrate. . Develop the ability to recall what is heard in an interview of increased complexity (length, breadth, detail). Ask pupils, in pairs, to interview each other regarding hobbies, interests, and other activities. . Arrange interviews with city personnel to find answers to community problems. . Develop the ability to recall information in a report of increasing complexity (content and detail). Take notes when listening to topic or book report. . Develop the ability to gather and recall accurately important news heard on radio and television programs. . Provide regular time for current events reporting. Encourage children to follow a daily or weekly news program. Recall important facts during discussion. . Stage a scene depicting discussion of a problem. Evaluate accuracy of facts recorded.
Enjoys and understands more complex creative forms when listening	Provide and capture opportunities to listen for enjoyment, relaxation, and appreciation. . Promote greater imagination of detail when listening. Read a story or a play and ask class to plan a good stage setting, reproducing the vivid scenes depicted in the reading. See English Is Our Language, Book 6, pages 189-190, 192-193. . Provide experiences in listening, forming reactions and judgments to what is heard. Listen to records of poetry: Sandburg, "Chicago" Frost, "Poems of Frost"

ORGANIZATION: DEVELOP COLLECTING, ARRANGING, AND ANALYZING FACTS AND IDEAS

Expectancies	Suggestions for Developing Expectancies
Matures in sensing relationships, selecting main and supporting ideas within more complex material	Develop more complex arrangements of sequence-order. . Continue to stress selecting theme or plot, summarizing main ideas heard, recalling supporting detail, and arranging in logical order within increasingly difficult context. Discuss central idea or theme of a story. What was the climax of the story? Listen to story beginnings. Predict closing. . Continue to note effect of linking words. Give different possible arrangements of a given sentence. Choose best. . Develop ability to record notes during a report, identifying main ideas and supporting detail.
Becomes more skilled in selecting the relevant, forming judgments, making generalizations, and drawing inferences Truth - Fiction Fact - Opinion Purpose Effectiveness Mood, Style	Provide maturing experiences in selecting, interpreting, and evaluating. . Continue to develop skill of evaluating when listening: 1. Do I agree with ideas given? 2. Am I impressed by the presentation? 3. Did clever presentation affect my analysis or judgment? 4. Did the speaker know his subject? 5. Did the speaker support his statements with facts? 6. What information can I utilize? . Continue to develop the ability to recognize bias and emotional appeal, exercising critical judgment. Listen for differing opinions on same issue (radio, television). . Compare the differences and likenesses in emphasis of news reporters. . Suggest listening to advertisements. Discuss the techniques used to influence a listener. . Develop listening for words of emotional appeal in reporting sports news--stunning victory, deadly passing. . Discuss use and effect of terms such as plain folks, big shot, corny, square, and other slang. Encourage alertness to transitional words and phrases in speech: on the contrary, as a result, so you can see. Make a list of transitional phrases heard. . Help determine mood and style of prose, poetry, or music, and encourage development of individual tastes. After listening to story, analyze: How did the story make you feel? How did the author accomplish this purpose?

VOCABULARY: CONTINUE TO EXPAND UNDERSTANDING OF WORDS AND BUILD ACCURATE AND DESIRABLE IMPRESSIONS

Expectancies	Suggestions for Developing Expectancies
Broadens and strengthens word concepts through expanding experiences - real and vicarious Precise-Exact Words Subject-Technical Words Picture Words Action Words Abstract-Elusive Words Colored-Emotive Words Key-Transition Words Synonyms, Antonyms	Help build a rich, meaningful vocabulary, understanding varied uses of words. . Develop refinement of word meanings: imitate-emulate, relapse-collapse, immigrant-emigrant, espionage, sabotage, etc. . Help identify opposites: emerge-submerge, lavish-sparing. . Continue to explore meanings of unfamiliar words. Make a list of words heard today but unknown a few years ago; radar, fall-out, yaw, Iron Curtain. List words whose meanings are defined within a given period or time (today): conservatism, liberalism, reactionary, extremist. List words which are not in common use today: cistern, icebox. Where feasible, classify - in the home, a car, etc. Discuss why these words have become obsolete. . Develop understanding of words in various subject areas. Play Word Categories. Select a category - for example, space. First child may name "launching"; second child adds a word beginning with the same letter as the ending of the previous word (go). Continue in this manner. . Build mental images through picturesque and sensory words, and action words. Collect colorful and picturesque words: forest with robes of gold, the princely oak, weather-beaten house. Record other words or phrases which create sense impressions. Refer to English Is Our Language, Book 6, pages 189-191, 202. . Introduce words which refer to things that cannot be seen or felt (abstract) - justice, freedom, goodness. Show that interpretation of illusive words is related to individual experiences. Happiness to one may not mean happiness to another. . Identify words in the following which could stir feelings, emotions: 1. This is war on insect pests. 2. He wants to be a dictator. Listen to advertisements and select words which affect attitudes and opinions. . Develop the recognition and understanding of more mature key-transition words and phrases: in summary, similarly, thus, consequently, conversely, on the other hand, at the same time.
Gains in word perception and matures in the use of clues to deduce meanings .	Enrich and expand vocabulary through interpreting, deducing meanings. . Develop word concepts through context clues of maturing difficulty. Select short paragraphs containing unfamiliar words. Provide exercises with context clues which help determine meaning. The window washer scaled the tallest skyscraper in the city. The narrow ledge supported him as he cleaned the first window. Looking over the city, he swung to the next ledge maintaining a delicate balance. The cars moved like busy ants below him. His, indeed, was a precarious occupation. Check the words which best define precarious. List clues which prove your answer. dangerous useful hazardous profitable insecure

VOCABULARY: CONTINUE TO EXPAND UNDERSTANDING OF WORDS AND BUILD ACCURATE AND DESIRABLE IMPRESSIONS (Continued)

Expectancies	Suggestions for developing Expectancies
Context Clues Word Form Word Derivation Figurative Words	• Continue to develop the understanding of homographs, increasing complexity of meaning. Give a sentence containing a homograph. Identify meanings. Create another sentence showing a different meaning - scale: music scale, scale fish, weigh on a scale, scale to size, high scale of living, scale a mountain. • Continue to build word understanding through more complex word forms. List words which can be understood through acquaintance with root word as: shouldered the way, hungrily glared. Also, monster-monstrous, occur-occurrence. Refer to English Is Our Language, Book 6, pages 156-162 for prefixes and suffixes, singular and plural nouns. • Develop word concepts through greater understanding of word derivation. Provide simple Latin words (porto). Build word tree, placing the root, porto, on the trunk and word derivations on the branches. Other Latin words might be: audire-to hear, avis-bird, tenere-to hold. Select words of Greek origin: telegraph (tele=far, graph=sound); astronaut (astro=star, naut=sailor). • Provide experiences in maturing interpretation and appreciation of figurative language. Read poems and discuss expression. "First Snow" by Ivy O. Eastwick "Sir Robin" by Lucy Larcom Arbuthnot, Time for Poetry. Chicago, Scott, Foresman and Company, 1951. • Listen for similes used by newscasters, etc.: "differences disappear as the fog melts away in the sun," "ominous as the fog which slips over the city," "came tumbling down like a house of cards."

CONVENTIONS: DEVELOP SKILL IN USING ACCEPTED PATTERNS AND PRACTICES IN LISTENING

Expectancies	Suggestions for Developing Expectancies
Continues to mature in listening practices, habits, and skills, observing the role of the listener Interest Alertness Attention Concentration Accuracy	Develop good listening habits and build understanding of the necessity for good listening. • Promote interest in pursuing a topic beyond information received in a given listening experience. • Demonstrate the importance of alert listening to gain information. Dramatize a part of a telephone conversation. Determine what conversation is about. • Develop increased attention span and power to concentrate on content presented. (Shut out minor distractions.) • Develop auditory discrimination. Write a paragraph about often-heard sounds: When we drive in the country I hear _____. Last summer at the beach I heard _____. In the city one usually hears _____. • Help create a sensitivity to correct speech. Refer to English Is Our Language, Book 6. Use tape recorder to hear and identify good usage. • Develop standards for a good listener. (See Listening - Conventions, Grade 5.) Refer to English Is Our Language, Book 6, pages 124, 127.
Understands the value to group when rights and opinions of others are observed	Promote courteous action and response in listening. • Develop the use of constructive criticism, encouraging children to find commendable features in speech of others. • Promote courteous attitudes. Help children become aware of their role as a listener during conversation, discussion, reporting, interviewing. Aid children in appreciating the views of others, though such views may not agree with their own. Encourage polite phrasing of remarks and questions. "You have certainly made a good case for your cause, Bill, but I'm not sure I agree because....."

GRADE LEVEL EXPECTANCIES AND LEARNING EXPERIENCES

SPEAKING

PURPOSE: INTRODUCE DIFFERENT REASONS FOR SPEAKING

Expectancies	Suggestions for Developing Expectancies
Begins to participate in conversation and discussion	Provide for and capture many informal situations for speaking. . Form small groups, frequently rotating organization of groups, encouraging conversation. . Encourage participating in planning and evaluating group activities (excursions, parties, programs).
Gives information and description occasionally	Provide many opportunities for expressing information. . Provide experience in giving name, address, and phone number. . Play game: "Who Is Gone?" One child leaves the room as all remaining children except one close their eyes. Chosen child tells three things about child who is gone. Example: "The child is a girl. She has curly hair. She is wearing a red sweater." Children guess who is out of the room.
Enjoys spontaneous creative expressions	Promote creative activities. . Encourage dramatic play through the use of doll house, block building, and other free activities. . Provide materials to encourage creative play (hats, purses, boxes). . Provide opportunities for children to express feelings: When I hear a fire engine... When I open a present... When I stroke a kitten and it purrs... When I see a Christmas tree all decorated...

ORGANIZATION: ENCOURAGE ORDER IN THOUGHTS WHEN SPEAKING AND APPLY SIMPLE FORMS

Expectancies	Suggestions for Developing Expectancies
Speaks in sentences occasionally	Introduce understanding of order. . Develop an awareness of the sentence through reading stories and experience charts.
Shows an awareness of sequence	Develop an understanding of sequence. . Promote organization by asking, "What did you do first?", "What happened next?" in telling stories as: Ask Mr. Bear — Gingerbread Boy Three Little Pigs — Little Red Hen Three Bears — Little Red Riding Hood . Draw pictures to illustrate a story. Place these in order. Retell story from pictures.
Gives and responds to greetings	Introduce simple speaking forms. . Dramatize situations using, "Good morning. How do you do?" . Encourage child to introduce parents through dramatic play.

VOCABULARY: ENCOURAGE USING VARIOUS WORDS IN SPEAKING

Expectancies	Suggestions for Developing Expectancies
Shows interest in using new words	Introduce words which inform and encourage their use. . Provide many points of interest in classroom (science center, library corner, bulletin board displays) to stimulate vocabulary development. . Encourage description in addition to mere enumeration of objects.
Enjoys using a variety of speech sounds	Encourage saying words which are fun and pleasing. . Play rhyming word games. . Repeat rhymes, poems (include finger plays). . Reproduce familiar sounds (wind, rain, siren, planes, animals). . Develop words through use of band instruments such as swish, rattle, tinkle, ring, bang.

CONVENTIONS: INTRODUCE CONCEPT OF GOOD SPEAKING

Expectancies	Suggestions for Developing Expectancies
Shows some ease when speaking before class	Introduce good speech patterns and develop confidence. . Create a relaxed climate, encouraging expression through the use of puppets and unison speaking. . Dramatize familiar stories such as Three Bears and Three Billy Goats Gruff.
Becomes aware of simple courtesies	Develop habits of courtesy. . Talk about the role of speaker and listener - the need for taking turns and not interrupting. . Encourage the use of "please," "sorry," and "thank-you," in daily situations. . Discuss the difference between indoor and outdoor voices.
Begins to eliminate infantile speech and to correct articulation errors	Create an awareness of good speech patterns. . Encourage correct use of verb and pronoun forms. Example: "I went" instead of "Me went"; "He threw" instead of "He throwed"; replace "animal" for "aminal". . Use tape recorder so children can hear their own speech and that of others.

PURPOSE: PROMOTE SPEAKING FOR VARIOUS REASONS

Expectancies	Suggestions for Developing Expectancies
Begins to contribute ideas in conversation and discussion Shows growth in giving information and description	Provide for and capture many informal situations for speaking. • Encourage participation in group planning and problem solving. • Discuss a central topic such as care of room pets (fish, hamster). • Make a room helper chart. Discuss duties. Provide opportunities for expressing information. • Encourage story telling. Small groups may be organized to provide participation by all (personal experiences; stories, read or heard). • Use role playing to review child's name, address, phone number. • Encourage accurate description. Show common toy, such as doll. Ask child to look carefully, noting specific details. Close eyes and try to see doll. Describe. • Provide the experience of explaining a simple science experiment, or reviewing directions for a game. • Dramatize relating a message to other teachers, classrooms, or children. • Encourage children to tell information to class (observations, news).
Continues to enjoy spontaneous creative expression	Provide and capture situations for creative activities. • Dramatize stories using stick puppets. • Ecnourge dramatic play (store, circus, house). • Repeat familiar rhymes and poems (individual and group). • Use bodily actions in expression. Imitate movement of animals, objects, elements (wind, snow, rain, trees). • Plan a reading party. Invite parents to hear oral reading (include parents of same group at one time).

GRADE ONE

SPEAKING

ORGANIZATION: DEVELOP CONCEPT OF ORDER-SEQUENCE AND DEVELOP SIMPLE FORMS WHEN SPEAKING

Expectancies	Suggestions for Developing Expectancies
Becomes more skilled in using clear sentences when speaking	Develop concept of order when speaking. • Encourage building of sentences. Display various objects. Have each child compose one sentence telling about an object.
Grows in expressing in sequence, using greater detail	Develop understanding of sequence. • Make a movie of a field trip. Tell story of trip. • Organize ideas before speaking. Encourage children to plan talks such as news report. Encourage sequential order. • Take a neighborhood walk. Children describe sights in detail. • Anticipate development of a story. Read part of a story. Children predict ending through art media.
Begins to respond to greetings and introductions independently	Encourage adapting to form (real and vicarious experiences). • Introduce courtesies and manners through dramatic play. • Encourage children to introduce parents when natural occasion arises.

VOCABULARY: DEVELOP UNDERSTANDING OF WORDS AND ENCOURAGE THEIR USE WHEN SPEAKING

Expectancies	Suggestions for Developing Expectancies
Becomes interested in using new words and learning new meanings for familiar words	Develop words which inform and encourage their use. • Develop word meanings through real experience and promote the correct name for persons, places, and things. • List new and unusual words from social studies, science, Weekly Reader, etc. • Encourage the use of these words in oral sentences.
Enjoys using colorful words and expressions	Encourage using words which add interest. • Build sensory images through direct experience with objects, animals, scenery.
Enjoys forming rhymes, rhythm and alliteration	Encourage saying words which are fun and pleasing. • Create rhymes. • One child takes the name of an animal that starts with the same letter as his name. Create (individual or group) an imaginative story about the animal. Examples: Billy Bear, Peter Pig, Connie Cow.

CONVENTIONS: DEVELOP GOOD PATTERNS AND PRACTICES IN SPEAKING

Shows more ease and confidence when speaking before a group, using expression; demonstrates courtesies

Promote good speech patterns and develop confidence and courtesy.

- Develop responding courteously to the expression of others. Dramatize courteous speaking habits, encouraging the use of polite words.
- Develop standards for good speaking. Make an appropriate chart with such items as:

  Plan what you are going to say.
  Have something interesting to tell.
  Tell your ideas with interesting words.
  Speak clearly so all can hear.
  Look at the audience.
  Stand up straight.
  Talk when no one else is talking.
- Provide relaxed climate. Encourage expression through the use of puppets and unison speaking.
- Encourage expression through dramatic play and pantomime (music).

Eliminates more mis-pronunciations and articulation errors and becomes aware of better speech patterns

Promote correct speech patterns.

- Encourage correct verb tense. Play game: Yesterday-and-Tomorrow. Child says "Yesterday I ran to school. Tomorrow I will run to school."
- Identify the relationship of pronoun to antecedent. Teachers says, "John is going to the store." John: "I am going to the store."
- Eliminate infantile language patterns through hearing own speech on recording. Compare end of year with earlier recording. Note progress. Encourage the correct pronunciation of animal, library, children, etc.

PURPOSE: PROMOTE SPEAKING FOR VARIOUS REASONS

Expectancies	Suggestions for Developing Expectancies
Shows growth in the ability to talk with others in conversation and discussion	Provide for and capture many informal situations for speaking. . Dramatize conversation at the table, when meeting a neighbor, or talking to the principal. . Encourage participation in discussion when solving mutual problems such as playground, equipment, toys. . Encourage proper use of telephone. Dramatize situations. See Using the Telephone, English Is Our Language, Book 2, pages 88-89.
Shows growth in the ability to talk to others Directions, Introductions, Messages Explanations, Announcements Reports	Provide situations for speaking to others. . Develop ability to give directions and explanations. Explain best route to one's home. Sketch map of neighborhood. Tell things in order, using words first, next. . Explain work of community helpers with use of puppets. . Demonstrate correct way to make introductions. Dramatize simple courtesies such as acting as host or hostess and introducing guests. . Provide experiences in delivering simple messages. Plan first, then give announcements regarding: Lost and found articles — Parties Playground rules — Exhibits Special films . Develop ability to describe. Describe a gift - its wrapping, shape, how it feels - giving complete details. . Give brief talks about observations and trips. Or, tell about a favorite book and recall a story.
Continues to express creatively	Use many natural experiences for developing creative expression. . Dramatize book characters for Book Week. Portray a character, dramatizing his actions. . Use music and rhymes for stimulating interpretation through bodily action. . Plan a reading party for parents. Include experiences with choral reading.

GRADE TWO

SPEAKING

ORGANIZATION: DEVELOP CONCEPT OF ORDER-SEQUENCE AND DEVELOP SIMPLE FORMS WHEN SPEAKING

Expectancies	Suggestions for Developing Expectancies
Shows growth in the ability to see relationships and sense order The Sentence The Report	Develop understanding of order-sequence. • Develop the use of sentences in oral communication whenever natural. • Aid in eliminating run-on sentences. Tape record speaking experiences. Evaluate. Note effectiveness when run-on sentences are eliminated. • Introduce the concept of the main idea. Provide a list of ideas telling about more than one subject, such as an animal. Children select ideas pertaining to the given subject. • Aid children in collecting and organizing ideas pertaining to a subject in social studies or science. Keep a progress chart (cumulative) of important ideas, classifying them. Example: Why we like living in Madison. Display pictures related to these ideas. • Develop sequential order. Use pictures to summarize a story. Arrange on a flannel board.
Responds to greeting and introductions with greater ease	Encourage adapting to form (real and vicarious experiences). • Help create ease and poise in making introductions. Dramatize real situations. Refer to English Is Our Language, Book 2, page 108. • Introduce simple skills of the interview. Children plan one or two simple questions when interviewing the custodian, a teacher, or the principal. A school paper may provide the need for this experience.

VOCABULARY: EXPAND UNDERSTANDING OF WORDS AND ENCOURAGE THEIR USE WHEN SPEAKING

Expectancies	Suggestions for Developing Expectancies
Shows growth in the ability to use new words when giving information	Develop a wide, meaningful and informative vocabulary for speaking. . Promote the use of more exact words. List words as: sad, surprised, happy. Children determine what each expression shows. . Develop new words for those more common. Suggest a word such as laugh. Give other words which have similar meaning such as: giggle, chuckle; still, quiet; new, latest, recent; mad, angry, furious. . Develop meaning of subject words and promote their use. Child explains science equipment. . Develop use of words which depect action. Show pictures such as a dog chasing a rabbit. Children choose words to describe actions of animals. . Repeat action words in this poem. Dramatize actions in, "Jump or Jiggle*," by Evelyn Beyer. Frogs jump / Worms wiggle / Rabbits hop Caterpillars hump / Bugs jiggle / Horses clop Snakes slide / Mice creep / Puppies bounce Sea gulls glide / Deer leap / Kitties pounce Lions stalk -- but -- I walk! . Refer to poem containing sound words: "Pop - Pop - Pop." Bailey, Barnes, Horrocks, Our English Language (teacher's edition), Book 2, page G20. . Develop meanings of current words. Select new words within a news item. Use in a bulletin board display.
Continues to expand in the ability to use words effectively when conveying and creating feelings, emotions Picture Words Rhyme, Alliteration	Develop meanings of words which affect feelings. . Encourage use of picture words. List words which give an accurate image of a bicycle, house, car. . Encourage use of colorful words. Children recall fascinating observation (excursion). Use descriptive words. Or, child describes some familiar person or article in classroom. Identify that described. (Refer to Grade Two, Listening, for aids in developing words.) . Build sensory images. Use words which help to hear, feel, smell, and see. Answer in complete sentences questions that promote sensory images: What feels cold? What feels soft? What sounds harsh? What looks pretty? Refer to English Is Our Language (teacher's edition), Book 2, page 72. List words which express feeling, as icy, snowy, bushy, feathery, fuzzy, powdery, sticky, velvety, rough, sandy. . Call attention to words with similar beginnings. Children repeat and enjoy the "feel" of saying words as swash, swish, sweep. Select words of alliteration in poems, "The Squirrel" and "Ice", English Is Our Language, Book 2, page 219 and 70.

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CONVENTIONS: DEVELOP GOOD PATTERNS AND PRACTICES IN SPEAKING

Expectancies	Suggestions for Developing Expectancies
Begins to sense responsibility of speaker when talking with others and to others, and shows some growth in the skill of speaking Thought Voice Poise - Confidence Courtesy Expression	Develop abilities in speaking. • Develop the concept that it is important to express worthwhile ideas, and encourage "give and take" in discussion. • Develop the ability to speak clearly, fluently, and loudly enough to be heard. • Develop courtesy when using the telephone. Practice following standards through dramatic play. We speak into the mouthpiece. We speak clearly. We listen politely. We are brief. We are courteous. • Encourage vocal and bodily expression during oral reading and dramatizations. • Dramatize favorite fairy tales, stories from reading series.
Becomes more conscious of correct speech and matures in ability to use accepted speech patterns	Develop correct speech patterns. • Encourage correct usage. Define individual and class needs cooperatively, using tape recorder. Children correct errors through auditory perception. • Make a wheel chart with singular and plural pronouns on a small inner wheel and various verb forms on a larger outer wheel. Match pronouns with correct verb. • See Word-Spin-O, Bailey, Horrocks, Torreson, Language Learnings, (teacher's edition), p. 126.

PURPOSE: INTRODUCE ADAPTING TO DIFFERENT KINDS OF SPEAKING

Expectancies	Suggestions for Developing Expectancies
Continues to grow in the ability to talk with others in conversation and discussion, occasionally expressing reactions	Provide for and capture situations for speaking, encouraging discussion. • Continue to develop the art of conversation by talking about a topic of mutual interest. English Is Our Language, pages 1-6, introduces conversation on the subject "Collections." • Continue to encourage proper use of the telephone. Refer to English Is Our Language, pages 217-220. • Invite resource speaker from local telephone company to talk to class. • Promote discussion through many natural classroom experiences and help define the purpose. Discussions may arise from planning parties, solving problems, organizing for a particular program or trip. • List types of telephone calls on slips of paper. Child draws and dramatizes call to doctor, grocery store, school, neighbor.
Grows in the ability to give information as needs increase Directions, Introductions, Messages Explanations, Announcements Reports News	Provide many situations for speaking to others. • Prepare children for natural situations involving introductions. See English Is Our Language, pages 70-72 and pages 34-35, Greeting Guests. • Continue to develop the ability to follow directions. Make a Halloween mask, English Is Our Language, page 73, or make stick puppets. Draw a picture of the character Paste on cardboard Cut around the cardboard Make holes in the pictures for stick • Use many classroom situations to develop ability to make explanations, for example, about a science experiment or hobby. Tell things in order Keep to the main idea Make your thoughts clear • Develop observation and encourage description: a walk in the fall, a rainy day. • Develop the ability to present a report. See English Is Our Language, pages 157-191.
Continues to express creatively, enjoying dramatization	Provide occasions for creative expression. • Plan a choral speaking party for parents. • Provide experiences in dramatization. Use puppets to dramatize an episode in a story. Audience may guess the character or action portrayed.

GRADE THREE
SPEAKING

ORGANIZATION: INTRODUCE COLLECTING, SELECTING, AND ARRANGING WHEN SPEAKING AND ADAPTING TO SIMPLE FORM

Expectancies	Suggestions for Developing Expectancies
Continues to grow in seeing relationships and sensing order The Sentence The Report Introduction Body Conclusion A Discussion A Message An Explanation	Develop the ability of using order-sequence when speaking. • Develop the ability to speak in clear, effective sentences, eliminating run-on sentences. Children give complete sentences and parts of sentences. Class identifies each, explaining reasons for each choice. • Suggest topics for short talks,- keeping to the subject: favorite school subject, most exciting day. • Develop a simple outline (teacher-pupil) to aid in reporting. • Help children become aware of the beginning, middle, and end of a story, developing in sequential order. (See Grade Two - Speaking-Organization.) • Continue to promote thinking through what is spoken, saying one thing at a time. • Encourage humor and suspense when telling a story. • Develop sequential order in discussion within topics such as the life cycle of a frog, a moth, or the growth of a seed. • Help keep discussion moving and encourage worthwhile contribution while keeping to the point. Guide through planned questioning. • Develop the organization of pertinent facts in a message or explanation: who, what, when, where, and why.
Adapts to the form of introductions and greetings	Develop adapting to form in speaking. • Use dramatic play to introduce people and respond to introductions, developing poise. • Appoint class host and hostess to greet visitors. • Provide experiences of obtaining information for a class newspaper from school personnel (readiness-interview).

VOCABULARY: EXTEND WORD UNDERSTANDING AND ENCOURAGE EFFECTIVE USE OF WORDS

Expectancies	Suggestions for Developing Expectancies
Shows growth in using words effectively when expressing to inform Exact Words Subject Words Action Words Current Words	Develop a wide and meaningful vocabulary for speaking. • Continue to promote using exact words when speaking. Record glaring word patterns or slang which decrease effectiveness: "watcha-ma call it," "that thing," "this guy." Substitute words which create a truer impression. • Continue to promote specific words for those more common: go; - jog, hop, flee, wander. • Continue to develop meanings of subject words: ranch, market, plantation, wholesale, retail. Encourage children to use such words in short talks or explanations. • Children find magazine pictures which help clarify the meanings of certain words. Attach the words to pictures. • Continue to build the use of action words when speaking. Post pictures of animals at play. Use action words in telling about each. • Refer to English Is Our Language, "The Goblin" page 134. Create enjoyment through saying the sound words. • Refer to English Is Our Language, page 135. Children may also plan to use sound words in telling about the topics listed. • Provide opportunities to give brief news announcements. Promote the use of subject and current words.
Grows in using words effectively when conveying and creating feelings, emotions Picture Words Rhyme, Alliteration	Introduce understanding of the effectiveness and fun of words. • Encourage the use of picture words in telling stories. Select descriptive words in story "Cinderella." See English Is Our Language, page 231-235. • Create enjoyment by saying words of alliteration and rhyme. Refer to English Is Our Language, "Boasting," "Squirrel, Squirrel," pages 96-97, and "The Light-Hearted Fairy," pages 150-151.

CONVENTIONS: INTRODUCE SKILLS FOR EFFECTIVE SPEECH AND DEVELOP COURTEOUS PRACTICE

Expectancies	Suggestions for Developing Expectancies
Senses the responsibility of speaker when talking with others and to others, and is aware of some speaking skills Thought Voice Poise - Confidence Courtesy Expression	Develop the use of accepted patterns when speaking. • Develop the concept that it is important to express worthwhile ideas. Evaluate, select. • Develop the ability to speak clearly, fluently, and loudly enough to be heard. • Discuss the importanee of clear communication. Use the tape recorder to demonstrate. • Encourage expression. Read or give a sentence in a monotone. Children give same sentence using inflection, intonation. Class evaluates. • Show that voice inflection and volume affect meaning. Children repeat the following to convey as many meanings as possible: "Oh, no" "What a day for a picnic" "Who said so" "Look at that car" • Develop courtesy in using the telephone. (See Grade Two - Speaking-Conventions.) • English standards for sharing or reporting Be prepared Keep to the point Speak clearly Look at the audience
Grows in sensing the importance of correct usage and good speech patterns	Develop a natural consciousness of good speech. • Develop correct usage and good speech patterns through hearing and promote the use of good language patterns when speaking. Detect individual and group needs. (See English Is Our Language, Book 3)

PURPOSE: DEVELOP THE ABILITY TO ADAPT TO DIFFERENT OCCASIONS AND OPPORTUNITIES FOR SPEAKING

Expectancies	Suggestions for Developing Expectancies
Further develops the ability to participate in conversation and discussion, expressing reactions	Provide opportunities for speaking informally with others. • Guide in the selection of problems for discussion and encourage participation. Discuss common problems in a class meeting. • Form discussion groups for book reporting, discussion and planning. • Provide regular times for daily and long range planning and sharing of experiences and learnings. • See English Is Our Language, Book 4, pages 4-5, 107, 134-137, 239-240.
Further develops the ability to impart information within more planned situations Directions, Introductions, Messages Explanations, Announcements The Interview Reports	Provide experiences in speaking in more formal situations with others. • Provide experiences in giving directions - real and vicarious. Children give directions on how to reach their homes or any place in the city. • Prepare children for performing introductions. Dramatize introducing parents and teacher (American Education Week). Refer to English Is Our Language, Book 4, pages 272-273. • Provide practice in giving messages through real and vicarious experiences. • Dramatize reporting a telephone message to various members of family. Call upon children to deliver messages to office, other classrooms. • Capture natural situations to provide experience in asking for specific information (class newspaper). • Use many classroom situations for developing the ability to make explanations and give descriptions. • Give explanatory and descriptive talks: how to embroider, how to build a model, how to cover a book, how to jump rope. • Provide many experiences in giving reports, discussing a topic. Prepare reports on favorite book character, authors, holidays, foods, most exciting experience. Refer to English Is Our Language, Book 4, Chapter Two.
Expresses creatively, beginning to plan the structure of the expression	Provide opportunities for creative expression. • Continue to encourage creativity in expression. Dramatize stories and historical events - explorers landing in Antarctica, building a dike, festivals in Switzerland, or any other topic of interest. Develop body action in interpretation. • Encourage creativity of expression and elements of good speech through choral reading.

ORGANIZATION: DEVELOP COLLECTING, SELECTING, ARRANGING AND ADAPTING TO SIMPLE FORMS WHEN SPEAKING

Expectancies	Suggestions for Developing Expectancies
Collects and selects ideas and grows in the ability to see relationships when planning for speaking, sensing order and sequence The Sentence The Report Introduction Body Conclusion A Discussion A Message An Explanation	Develop order-sequence within more planned situations. • Develop the ability to express clear thoughts, recognizing sentences as complete thoughts, using interesting sentence patterns. Refer to English Is Our Language, Book 4, pages 6-8, 144-145. • Introduce selecting a specific topic within an area, organizing ideas related to the main idea: use good opening and closing sentences, eliminate irrelevant ideas. • Follow an organized sequential plan when retelling a story. Refer to English Is Our Language, Book 4, pages 51-53, 210, 241-242. • Stress contributing ideas relevant to the topic of discussion. Provide occasions for evaluating a discussion, noting individual's contributions and general trend. • Introduce the skill of using key words as clues when organizing messages, directions, or explanations - who, what, when, where, why, how. Use real and vicarious situations: directions for making something - candy, bird house, jello, kite.
Adapts to form in more situations	Develop adapting to form in speaking. • Continue to provide real and vicarious experiences in greeting and in making an introduction. See Grade Four - Speaking-Purpose. • Introduce the interview. Obtain information for a class newspaper.

VOCABULARY: EXTEND WORD UNDERSTANDING AND BUILD WORD POWER WHEN SPEAKING

Becomes more effective when speaking to inform, using an enlarged and enriched vocabulary

Exact Words
Abstract Words
Subject Words
Action Words
Key-Transition Words
Current Words

Develop a wide and informative vocabulary for speaking.

- Help improve expression through encouraging more exact or appropriate words.
  Think of different words to replace the word "nice."
- Provide a sentence as "The animals went to the fair" and encourage children to substitute verbs for "went" when speaking, showing more precise actions (frolicked, scampered).
- Introduce the interpretation and use of abstract words. Discuss individual's interpretation of success, happiness. Children express their interpretation of each.
- Extend word understanding through simple map interpretation. Prepare a travel talk using map vocabulary. Prepare one set of 3 x 5 file cards with new words and another set with the definitions. Children match words with meanings. Play game, Word Categories. Select a category such as cities. First child names one city (Boston), next child names a city beginning with the same letter as the end of the previous word (New York). Continue the game in similar fashion.
  Continue to explore and expand concepts of action words. Make word lists of sounds that are pleasant and unpleasant. Create similar lists pertaining to different sights.
- Encourage the use of simple key words which aid in organization (reporting). See Grade Four - Listening-Vocabulary.
- Develop the use of interesting current words through My Weekly Reader.

Becomes more effective when conveying and creating feelings, emotions

Picture Words
Rhymes, Alliteration

Develop the understanding of words and power, and the enjoyment in words.

- Continue promoting the use of qualifying words. Develop picturesque language, describing pictures as what is seen through a "picture window" or a window in the classroom.
- Give oral description of a favorite food or a favorite piece of clothing. Refer to English Is Our Language, Book 4, pages 175-177, 179, 181, 187.
- Create enjoyment in speaking rhymes and alliteration. Provide experiences in choral speaking. "Jonathon Bing" and "Misty, Moisty Morning" are especially good.

GRADE FOUR
SPEAKING

CONVENTIONS: DEVELOP SKILLS FOR EFFECTIVE SPEAKING, INVOLVING ATTITUDES AND COURTESIES

Expectancies	Suggestions for Developing Expectancies
Grows in understanding the role of the speaker and adapts speaking skills: When talking with others-- Interest Thought Courtesy When talking to others-- Interest Thought Poise-Confidence Gesture Voice-Manner Clarity Fluency Expression Tempo	Develop skills and attitudes for effective speaking. • Introduce the concept that it is important to show interest in the contributions of others as well as to contribute ideas. • Develop concept that it is important to relate one's contributions to the ideas of another. • Promote the observance of social amenities when speaking with others: listening when others are speaking, using only part of the total time when discussing, using a name when addressing, disagreeing graciously. "I like your ideas, John, but I do not agree with one of the statements...". • Develop group standards and encourage evaluation. Refer to English Is Our Language, Book 4, pages 4-5, 60-61. • Develop presenting ideas in an interesting manner, holding attention of listener: objects, pictures, maps, and many more. • Promote the desire to have healthful posture and develop poise and confidence. Make posture silhouettes and identify good features. • Develop the understanding that voice quality and tempo affect interpretation as well as volume and inflection. Repeat a single word or phrase using different expression. Children suggest meaning conveyed. Example: Well, Yes, No, Oh, Guess what happened today?
Continues to grow in awareness of correct usage and good speech patterns	Develop a natural consciousness of good speech. • Develop use of correct forms and good speech patterns through hearing good speech, and help develop the desire for self improvement. Record children speaking and evaluate. Refer to English Is Our Language, Book 4, Index (Word Usage).

PURPOSE: DEVELOP THE ABILITY TO ADAPT TO DIFFERENT OCCASIONS AND OPPORTUNITIES FOR SPEAKING

Expectancies	Suggestions for Developing Expectancies
Participates more actively in conversation and discussion, beginning to support ideas	Provide opportunity for informal speaking with others. • Continue to promote active participation in discussions. Discuss a favorite story or book. • Select interesting topics from experiences, hobbies, travels, and class projects. Discuss and record the discussion. Refer to English Is Our Language, Book 5, pages 1-6, 20-21, 252-253.
Shows growth in speaking within more planned situations, imparting more complex information Directions, Introductions, Messages Explanations, Announcements The Interview Reports Panel Discussion The Debate Parliamentary Experience	Provide many occasions for expressing in more formal situations. • Continue to provide real and vicarious experiences in giving messages and directions. Dramatize directing a stranger to a place in the building, a place of interest in the city, or relaying a message to a neighbor. • Continue to provide children with experiences involving introductions. Select a room host or hostess. Dramatize introducing parents to teachers. Refer to English Is Our Language, Book 5, pages 157-160. • Continue to use many classroom situations for developing the ability to give explanations and make announcements. • Provide opportunities for performing an interview (real or vicarious). • Continue to provide many experiences in giving reports. Organize notes. Schedule a specific time to discuss important news item. • Have a mock "Meet the Press" or similar programs. • Introduce panel discussion. Organize committee reports. See Guide to Teaching Social Studies, page 138. • Plan a debate or conversations of persuasion: James Oglethorpe vs. King George (freeing prisoners to settle a colony); secession vs. the Union; a pioneer persuading a Boston cousin to move West. • Introduce parliamentary procedure. Organize room club and outline the duties of the officers. Refer to English Is Our Language, Book 5, pages 205-218.
Enjoys varied kinds of creative expression, emphasizing detail	Provide opportunity for creative expression. • Capture experiences suitable to dramatic expression and encourage a variety of forms of interpretation. The following ideas are suggested: Pantomime feelings or impressions. Talk like the characters portrayed. Create plays about historical characters and events. Dramatize stories. • Encourage creative expression through music.

ORGANIZATION: DEVELOP COLLECTING, SELECTING, ARRANGING AND ADAPTING TO FORM WHEN SPEAKING

Expectancies	Suggestions for Developing Expectancies
Grows in the ability to collect and select ideas, and continues to sense relationships when speaking, arranging in sequential order The Sentence The Report Introduction Body Conclusion A Discussion A Message An Explanation	Continue to develop order-sequence when planning or speaking. • Encourage the use of more complex sentence arrangement when speaking, introducing transition words and phrases when speaking. See Grades Four and Five - Listening-Vocabulary for transition words. • Use phrases as "let me explain," "this is how," "in summary." • Develop the ability to select a main detail pertaining to the main idea, using a planned outline in speaking. Refer to English Is Our Language, Book 5, pages 102-109, 224-226. • Continue to provide experiences in planning messages and explanations.
Adapts to form for increasing purposes The Introduction - Greeting The Interview Parliamentary Procedure	Develop confidence in using form when speaking. • Continue to provide real and vicarious experiences in greeting and making introductions. Refer to English Is Our Language, Book 5, pages 157-160. • Help children plan an interview. Establish purpose and arrange time for interview. Plan questions directed to information desired. • Instruct in the form of simple parliamentary procedure (class meeting). See English Is Our Language, Book 5, pages 205-218.

VOCABULARY: EXTEND WORD UNDERSTANDING AND BUILD WORD POWER WHEN SPEAKING

Expectancies	Suggestions for Developing Expectancies
Continues to gain in effectiveness when speaking to inform, through an enlarged and enriched vocabulary Exact Words Abstract Words Subject Words Action Words Key-Transition Words Current Words	Develop a wide and informative vocabulary for effective speaking. • Improve expression through choosing words for exact meanings. Substitute accurate words for thing, stuff, swell, etc. Read orally the poem "The Blind Men and the Elephant" by John G. Saxe. How did each man describe the elephant? What idea does the poet give about words in this poem? • Develop the understanding and use of abstract words. Discuss the meanings of happiness, success, freedom. Select five or more pictures which could depict abstract words. From a word list, children select a word which fits a given picture. Compare choices. • Continue to extend vocabulary through exploring meaning and pronunciations of words inherent in subject areas. Use dictionary skills to determine correct pronunciation and meaning. Plan a talk involving specific words learned. • Continue to encourage the use of a varied vocabulary when expressing action. Practice using more vivid words: for the word went - raced, dashed, leaped, plunged. Find action words in reading "Washington" by Nancy Byrd Turner. (See English Is Our Language, Book 5, page 146.) Refer to English Is Our Language, Book 5, pages 179-182. Find words (in poems and stories) which imitate sounds. • Continue to develop effectiveness in speaking through use of key words which denote order, likeness, or contrast in speaking. (See Listening - Vocabulary, Grade 5.) • Continue to note unfamiliar current words in news. Determine the meaning of each and encourage their use in retelling the news.
Continue to gain in effectiveness when conveying and creating feelings, emotions Picture-Sensory Words Alliteration	Develop the power and enjoyment of words. • Continue to develop a rich vocabulary of qualifying words. Discover and use words that describe how an animal walks (stealthily, softly, noiselessly). Think of words which help you to see, feel, or hear: thorny stemmed flower, clammy old house, hairpin curve, stone-cold room, silver-toned bell, velvety flowers, clanging bell. Develop picturesque vocabulary through audio-visual aids. Make a list of words which give interesting pictures or images: black as ink, twisted and tangled woods, a piercing cry, jagged lightning. Refer to English Is Our Language, Book 5, pages 110, 148, 274. • Create enjoyment of alliteration in lines of poetry, slogans, etc. List words which you have heard within which parts rhyme or are the same: mumbo jumbo, slippety sloppety, Humpty Dumpty. Find other examples which are enjoyable "just to roll off the tongue," and present orally to the class.

CONVENTIONS: DEVELOP SKILLS FOR EFFECTIVE SPEAKING, INVOLVING ATTITUDES AND COURTESIES

Expectancies	Suggestions for Developing Expectancies
Continues to grow in understanding the role of the speaker and becomes more skilled in speaking: When talking with others-- Interest Thought Courtesy When talking to others-- Interest Thought Poise-Confidence Gesture Voice-Manner Clarity Fluency Intonation-Expression Tempo	Develop skills and attitudes for effective speaking. • Develop the concept that it is important to contribute interesting ideas as well as to be interested in the contribution of others. • Develop the concept of the importance in following the trend of thought in a discussion, as well as contributing worth-while ideas. Divide class into small groups. Appoint a discussion leader. Each group select a topic for discussion. Draw up standards for conversation and discussion. • Promote the attitude of respecting the ideas of others: refrain from any derogatory remarks or creating distractions. (Also, see Listening - Conventions, Grade 5.) • Promote the observance of social amenities. Promote courtesy in asking for personal recognition and in phrasing remarks when disagreeing. (See Listening - Conventions, Grade 5, and Speaking - Conventions, Grade 4.) • Continue to develop poise and confidence in speaking. • Develop the concept that proper gestures emphasize thought, while over-doing detracts. Read a given passage using different expressions and gestures. Determine which is most effective. • Develop understanding of the need for a different volume when talking <u>to</u> others in comparison to talking <u>with</u> others. Record voice reading a simple selection. Later record same voice in a <u>telling</u> situation. Evaluate for smoothness, tone, clarity. Demonstrate to show effect of correct phrasing and different intonation upon meaning. Practice different ways of expressing same thought. Choose radio or television speakers who you feel have pleasant voices.
Detects undesirable speech patterns and becomes more skilled in correcting errors	Develop understanding of the importance of good speech habits. • Encourage good usage forms and good speech patterns, and help develop the concept that the kind of language determines the effectiveness of speech. See <u>English Is Our Language</u>, Book 5, Index (Word Usage).

PURPOSE: DEVELOP THE ABILITY TO ADAPT TO DIFFERENT OCCASIONS AND OPPORTUNITIES FOR SPEAKING

Expectancies	Suggestions for Developing Expectancies
Expands in the ability to exchange ideas spontaneously in conversation; contributes to the interchange of comments in a discussion, and is better able to support ideas Matures in expressing informative content by demonstrating greater independence in planning (length, depth, and complexity of content) Directions, Introductions, Messages Explanations, Announcements The Interview Reports Round-table, Panel Discussion The Debate Parliamentary Experience	Provide many opportunities for speaking informally, emphasizing discussion. • Expand the ability to make relevant contributions to a discussion. • Discuss suitable topics for conversations while at parties, dinner, acknowledging interests and experiences of others. Choose hosts and hostesses to serve at exhibit tables. See English Is Our Language, Book 6, pages 1-7, 90-91, 148, 304. Provide occasions for expressing in more formal situations. • Continue to provide experience in giving directions, introductions, and messages, as needed. See Speaking, Purpose, Grade 5, and English Is Our Language, Book 6, pages 250-251. Discuss how to show courtesy when acting as a host or hostess. Appoint class members to greet and introduce guests. • Continue to develop the ability to give explanations and descriptions. Provide opportunities to explain safety rules to primary children. Divide class into groups. Each group chooses a purpose for giving explanations. For example, one group may be called "Traveler's Aid" to answer questions and direct newcomers in the school. • Continue to develop the ability to perform a real interview. Interview neighbors for opinions on common issues: community playground, neighborhood safety. • Further develop the ability to plan and report. Help children present reports from outlines, notes. Refer to English Is Our Language, Book 6, pages 216-257. Present current events as a radio or television news show, with each child having an opportunity to broadcast. • Provide opportunities for participation in formal discussions. Organize round-table discussion on a favorite book, summer vacations. Stress the friendly, informal nature of the round-table discussion. Present a panel discussion after a reading or social studies unit. Provide a plan for developing the discussion: 1. Select topic. 2. Select phases of topic for discussion. 3. Organize for discussion. 4. Present talks, chairman presiding. 5. Chairman summarizes main points of talks. • Develop simple debating techniques: organizing ideas, using persuasive words, using voice and manner to reinforce and convince. Debate: I would rather live in the '60's than before the advent of modern inventions; or boys have more fun than girls. • Encourage active participation in meetings, using parliamentary procedure. Practice procedure of a business meeting and reading minutes. Refer to English Is Our Language, Book 6, pages 140-149.
Enjoys more sophisticated forms of creative expression, giving greater emphasis on detail and realism	Provide opportunity for creative expression. • Continue to stimulate creative expression, encouraging independence in planning and executing dramatic art. Suggested ideas: 1. Use pantomime as a means of expressing classroom and school activities. Encourage freedom and spontaneity. 2. Create original plays or choric verse for programs for culminating activities. Make marionettes and present stories. 3. Dramatize situations of behavior as an aid to solving individual problems, showing cause and effect. Present as a play or a television program.

ORGANIZATION: DEVELOP COLLECTING, SELECTING, ARRANGING, AND ADAPTING TO FORM WHEN SPEAKING

Expectancies	Suggestions for Developing Expectancies
Matures in the ability to collect and select ideas, using varied resources to observe relationships when planning for speaking, and to arrange in sequential order The Sentence The Report Introduction Body Conclusion A Discussion A Message An Explanation	Develop abilities of collecting, selecting, and arranging in order-sequence. • Encourage the use of more complex sentence arrangement when speaking, using more mature transitional words and phrases. (See Listening - Organization, Grade 6). Show how order and repetition of words produces effectiveness of ideas when speaking: "Not only add years to your life, but life to your years." • Develop the ability to select a broader topic, organizing main ideas and supporting details, using a planned (pupil) outline in speaking. Discuss different and unusual methods one can use to interest others in a book, such as developing a character, summarizing the beginning and ending only, telling events leading to an exciting part, or offering reasons why others might wish to read the book. Suggest using a visual aid to capture audience attention. See English Is Our Language, Book 6, pages 242-244, 317-318. • Continue to develop the ability of carrying a discussion forward: contributing information, giving points of view, using inquiry, adhering to the relevant, and drawing conclsuions. Prepare a panel discussion: Select topic, decide purpose, plan presentation, distribute responsibilities. See English Is Our Language, Book 6, pages 3-7. • Continue, if needed, providing practice in giving messages. Dramatize correct way to give and receive telephone messages. Deliver messages at school. • Continue to guide pupils in giving clear and vivid explanations. Explain, to lower grade children, displays in the school, current projects in class, or safety practices.
Matures in the adaptation to form for specific purposes The Introduction, Greeting The Interview Parliamentary Experience	Develop confidence and ease in adapting to form when speaking. • Capture many real experiences in greeting and making introductions. See English Is Our Language, Book 6, pages 250-251. • Provide real opportunities for an interview. Encourage independent planning for determining: purpose, time, and questions. See English Is Our Language, Book 6, pages 125-127. • Provide experience (for all pupils) in following parliamentary procedure. Organize classroom club with elected officers and hold regular meetings. See English Is Our Language, Book 6, pages 140-149.

VOCABULARY: EXTEND WORD UNDERSTANDING AND DEVELOP WORD POWER WHEN SPEAKING

Expectancies	Suggestions for Developing Expectancies
Matures in effectiveness when speaking to inform, further enlarging and enriching vocabulary Precise-Exact Words Abstract-Elusive Words Technical-Subject Words Action Words Key-Transition Words Current Words	Develop the understanding and power of informative words. • Continue to emphasize the importance of choosing words for exact meanings. Understand correct use of words as affect-effect, accept-except, deduct-deduce, immigrate-emigrate. • Further develop the understanding that abstract elusive words can create different meanings when speaking. • Collect news articles and advertisements that contain abstract words. Discuss the meanings of these words and the effectiveness of their use. • Extend vocabulary when speaking through understanding meaning and correct pronunciation of technical-subject words. Encourage independent use of dictionary. Make a crossword puzzle. This pertains to our flag and government:

Our nation	U						S						
Separate, self-sufficient	I								E				
Not divisible	I							I					
Homage, faithfulness, loyalty	A				G								
Control, rule	G		V										
Government, rules by the people	R		P										
Fairness, equal opportunity	J					C							
Freedom	L		B										
Showing respect through action	S				T								
A solemn promise	P			D									

	• Continue to emphasize the need for a rich, vivid vocabulary when describing action. Think of words which tell how a person moves (without the word walk): crawl, amble, jump, leap. Incorporate these words which imitate a sound. Say these words and decide which are sound words: buzz, squeak, call, hiss, charge. • Continue to develop effectiveness through more mature key words when speaking. (See Listening - Vocabulary, Grade 6). • Develop greater independence in exploring the meanings of current words. Make a list of current words heard on a news broadcast, or read in My Weekly Reader. Discuss meanings. Encourage their use when speaking.
Continues to use expanding vocabulary effectively when conveying and creating feelings, emotions	Develop the understanding and power of sensory-emotive words. • Extend and expand picturesque language when speaking. Discuss, and ask children to choose which word expresses more accurately. Which works harder, a man who strives to succeed or one who tries? Which is fatter, a fat man or an obese man?

VOCABULARY: EXTEND WORD UNDERSTANDING AND DEVELOP WORD POWER WHEN SPEAKING (continued)

Expectancies	Suggestions for Developing Expectancies
Picture Words Colored-Emotive Words Alliteration Figurative Words	• Introduce the use of emotive words when speaking. Pupils present views regarding an issue. Or, make a speech convincing class to read a favorite book or to buy a product. Show the power of words: troubled hair now vibrant and beautiful. Words can also create a negative feeling, such as sneaking, skulking. • Provide for the enjoyment of alliteration in speaking. Read "The Wreck of the Hesperus" by Longfellow. Discover the similes and note the effectiveness created through their use. Build alliterative sentences: Freddy Fuller flops and flounders. Collect samples of alliteration in advertising. • Show effectiveness of figurative expressions when speaking. Select some common expressions which add clarity and interest: quick as a flash, white as snow, towering skyscrapers.

CONVENTIONS: DEVELOP SKILLS FOR EFFECTIVE SPEAKING, INVOLVING ATTITUDES AND COMMON COURTESIES

Expectancies	Suggestions for Developing Expectancies
Matures in understanding the role of the speaker and matures in adapting speaking skills: When talking with others-- Interest Thought Courtesy Rights of others Opinions of others When talking to others-- Interest Thought Poise-Confidence Gesture Voice-Manner Clarity Fluency Intonation-Expression Tempo	Develop skills and attitudes for effective speaking. • Continue to develop the understanding that it is important to contribute ideas to the trend of thought and to be interested in the contributions of others. Listen to conversations. Decide which was the most interesting. Summarize factors which added to interest. • Continue to promote the attitude of respecting the ideas and feelings of others and to disagree politely. (See Speaking - Conventions, Grades 4 and 5, and Listening - Conventions, Grade 6). • Promote understanding the responsibility of the speaker in transmitting messages accurately. Develop standards for telephone use: 1. Answer promptly and identify yourself. 2. Speak distinctly, be friendly, and tactful. 3. Keep paper and pencil handy, and record messages correctly and immediately. 4. Deliver the message promptly. • Develop greater poise and confidence through varied experiences in speaking. • Develop effectiveness of simple gesture. Demonstrate qualities of salesmanship through advertising a product, using gestures. • Show how variances in intonation and expression affect meaning. Pretend you are a mother asking: "What do you want for breakfast?" Show the effect of different intonations and expressions. Also, portray the part of a father (different ways) in - "What, waffles again?" • Continue to provide experiences in developing good voice qualities and understanding of the effectiveness of each. Record voice reading a simple selection. Later record same voice in a telling situation. Evaluate for smoothness, tone, clarity.
Matures in the ability to eliminate incorrect use of words and undesirable speech patterns Usage Speech Patterns	Develop understanding of the importance of good speech habits. • Continue to correct errors when needed. Further extend the knowledge of factors which promote the effectiveness of speech, and extend the concept of the importance of effective speech to the individual as well as to others. See English Is Our Language, Book 6, Index (Word Usage). • Make a list of informal or colloquial expressions. Example: "How-come?" Attempt to determine regional location and origin. Discuss probable need for eliminating such expressions.

GRADE LEVEL EXPECTANCIES AND LEARNING EXPERIENCES

WRITING

PURPOSE: CREATE AWARENESS OF DIFFERENT REASONS FOR WRITING

Expectancies	Suggestions for Developing Expectancies
Begins to observe different purposes for writing and contributes to group compositions	Encourage discovery of different kinds of writing: • Provide occasions for observing writing of: The Story The Letter - thank you, invitation News - daily experiences "Today is Monday. It is warm and windy. We are going to a movie. John is absent today." Labels - objects, displays Poetry - group compositions • The story - children draw pictures and dictate to teacher the story each picture tells. Record story. • Provide animals and objects for flannel board. Encourage individual as well as group compositions.

ORGANIZATION: DEVELOP ORDER THROUGH BUILDING READINESS FOR WRITING

Expectancies	Suggestions for Developing Expectancies
Begins to discover order and progression in reading and writing	Introduce concept of the sentence (and words) through observation. • Show that letters make words. Child prints own name. • Indicate left-right progression in writing and reading (charts).
Begins to sense sequential order	Introduce sequence through simple activities. • Play game: Roll the ball to Sue; then Bob; then to Mary.
Begins to sense relationships	Develop association of ideas (things). • Collect pictures and objects. Organize under single word topic: house, farm, toys, clothes. Dress a boy (or girl) in clothes suitable for different seasons and weather.

VOCABULARY: DEVELOP UNDERSTANDING OF MANY WORDS IN READINESS FOR WRITING

Expectancies	Suggestions for Developing Expectancies
Begins to discover through observing and listening that words having meaning	Show that words are formed through combining letters, and that words refer to persons, places, and things. . Label objects in room such as piano, chair, desk, etc., and children's pictures. . Use name cards for roll call. Children respond when name is recognized. . Make safety signs: Stop, Go, Slow, Danger. Call attention to specific words. . Read titles of books, pointing to words on cover.
Begins to recognize similarity in word sounds	Develop identification of sounds. . Choose children by saying: "If your name begins the same as dog, you may _____."

CONVENTIONS: HELP BUILD READINESS FOR WRITING

Expectancies	Suggestions for Developing Expectancies
Begins to discover different kinds of sentences (readiness for punctuation)	Show a few writing skills (incidentally). . Indicate through voice inflection - the statement, question, and exclamation.

PURPOSE: INTRODUCE WRITING FOR VARIOUS REASONS

Expectancies	Suggestions for Developing Expectancies
Observes teacher recording and contributes to group compositions; begins to show interest in doing own writing	Provide occasions for observing writing and develop interest in expression (dictation - copying, independent writing). Introduce: • The Paragraph - Tell about everyday experiences. Write about a field trip. • (Place in a cutout folder the shape of a bus or any other mode of transportation.) • The Story • The Letter - thank you, invitation, greeting card • Labels - objects, displays, artwork (children print own names.) • Poetry See Building Power in Written Communication, Madison Public Schools, 1958.

ORGANIZATION: DEVELOP CONCEPT OF ORDER SEQUENCE AND CREATE AWARENESS OF FORM IN WRITING

Expectancies	Suggestions for Developing Expectancies
Becomes aware of sentence sense and begins to use complete sentences in written expression	Introduce the concept of the sentence and the paragraph through reading and observing writing. • Children compose and write sentences, telling about one thing. Develop composition (paragraph). Children contribute to experience charts.
Becomes aware of sequential order	Develop concept of sequence. • Children arrange pictures in order telling a story.
Continues to grow in association of ideas	Help understand likenesses. • Classify words under titles such as Things in a Store, Things in a Home, Things that Run.
Begins to identify different kinds of writing and becomes aware of form used for letters	Introduce form when writing. • Read, display written forms in room. Capture opportunities for writing notes, letters (dictation - copying, independent writing).

VOCABULARY: DEVELOP UNDERSTANDING OF WORDS AND ENCOURAGE THEIR NATURAL USE WHEN WRITING

Expectancies	Suggestions for Developing Expectancies
Identifies words and associates them with specific meaning; develops and increases vocabulary through purposeful observations and discussion	Develop understanding of many kinds of words, associated labels, and captions. . Awaken interest in many words. Label class supplies: scissors, paste, puzzles, books. Label displays pertaining to social studies and science. . Make charts of words related to social studies and science units. Children refer to chart when composing stories. . Talk about new words. List. Use in cooperative experience stories. . Cut out a character - perhaps animal, such as rabbit. List new words pertaining to character on cutout. See page 83, Bailey, Horrocks, Torreson, Language Learnings, American Book Company, 1956.
Recognizes similarity in word sounds	Capture many opportunities for hearing similar sounds. . Make picture dictionary. Draw pictures of words beginning with each letter or use pictures from magazines and other sources.
Begins to understand words which denote specific meaning	Develop precise meanings of simple words. . Build concept of under, over, between. Examples: "Put this over the table, between the books, etc." Also pantomime opposites: up-down, on-above.
Begins to understand the effect of sensory words	Introduce the effect of some words upon feelings. . Build word concepts through pantomime-action such as walking quickly, jumping lightly.

CONVENTIONS: INTRODUCE SIMPLE WRITING SKILLS

Expectancies	Suggestions for Developing Expectancies
Begins to understand that some sentences tell and others ask	Create an awareness of kinds of sentences. . Call attention to the period and question mark at end of sentence in recording dictation. Develop concept of capital and small letters.
Shows interest in sharing product with others.	Create satisfaction in work well done. . Encourage standards of neatness.

PURPOSE: ENCOURAGE WRITING FOR VARIOUS REASONS

Expectancies	Suggestions for Developing Expectancies
Contributes to group expression; shows greater interest in doing own writing, and senses more needs for writing The Paragraph The Story The Letter Labels Records Poetry Riddles	Continue creating group compositions and introduce more kinds of writing. • Encourage independent story writing, developing importance of ideas. Use many everyday experiences and pictures as inspiration. Write a paragraph about community helpers or science discoveries. See Building Power in Written Communication, Madison Public Schools, pages 30 and 18-26. • Develop letter writing (notes, invitation, thank you, friendly letter) when natural situations arise. Write a notice of information to parents (dictation - copying, independent writing). Children may illustrate compositions. • Label personal exhibits. Make labels for Christmas presents, bulletin board displays. Use other real experiences. • Use classroom experiences to show how to make records. Children may keep records of temperatures, baseball scores, or spelling scores. • Provide many opportunities for creative writing, poems. Provide a four-line verse eliminating the last line. Encourage children to create last line independently. Create riddles about community helpers. See English Is Our Language, Book 2, page 36, Writing a Riddle. Refer to Creative Writing in the Elementary Grades, Madison Public Schools, 1951.

ORGANIZATION: DEVELOP CONCEPT OF ORDER SEQUENCE AND DEVELOP SIMPLE FORMS WHEN WRITING

Expectancies	Suggestions for Developing Expectancies
Grows in sense of order-sequence The Sentence The Paragraph The Story	Introduce arrangement of sequence-order in writing. . Continue to develop the concept of the sentence, understanding that a sentence expresses a complete thought. Differentiate between telling and asking sentences. Encourage their use when writing. . Begin developing the concept of the paragraph. Early writing may be one sentence responses directed through questions: The policeman helps us. He helps us cross the street. He helps boys and girls who get lost. Later, introduce understanding of the introduction, a middle, and a conclusion in a paragraph. See Evaluating, Measuring, Improving Written Expression, Madison Public Schools, 1959, pages 26-27. . Encourage sequential order in a story. Arrange pictures, developing concepts of first, next, ending.
Grows in identifying and classifying what is seen, heard	Continue to develop ability to group things of a kind. . Classify sounds (readiness for outlining): Sounds in the Street honking of cars crackling of leaves screeching of brakes Sounds of the Weather howling of wind crashing of thunder pattering of rain
Begins to adapt writing to specific form: The Paragraph The Letter	Encourage adapting to form when writing. . Introduce adapting to simple writing forms. Children observe: Paragraph form, indenting first word, recognizing a paragraph in print or writing. Letter form, indenting first word in body of letter, greeting, closing, and signature.

VOCABULARY: EXPAND UNDERSTANDING OF WORDS AND ENCOURAGE THEIR USE WHEN WRITING

Expectancies	Suggestions for Developing Expectancies
Begins to use new and interesting words in writing Exact Words Action Words Picture Words Rhyming Words	Show the effectiveness of different kinds of words. • Encourage use of more exact words through selecting the better word, for example, "The man was very (mad, angry)." • Develop the use of action words. Children supply missing word. Example: The boy _____ down the street. (ran, hopped, galloped) • Encourage using words effective through their sound - buzz, boom. • Select action words which describe an animal: frisky squirrel, curly tail. • Promote use of picture words. Children become interested in words through poems. See poem "Clickety Clack" by Eleanor Newcomb, English Is Our Language, Book 2, page 14. Also see Picture Words, page 72. • Build sensory words. Tell: How does each look? (doll, ball, train) How does each feel? (ice, kitten, sandpaper) How does each taste? (candy, pickle, pepper) How does each sound? (whistle, clock, engine) • Encourage and enjoy rhyming words. Form rhyming words (See Listening - Vocabulary, Grade 2). Use rhyme in creating class and individual poems. Supply first line for a "starter," and part of second. Children complete.
Expands vocabulary through the discovery of word form Plurals Contractions Compound Words Homonyms Endings Tense	Develop vocabulary through understanding of form and develop usage in accordance with group and individual needs. • Develop plurals of words. • Provide experiences in writing simple contractions. • Encourage building compound words. • Build understanding of simple homonyms. • Encourage the use of suffixes to form new words. • Encourage correct tense form. I look at my dog. John looked at his dog. Mother is looking at the dog. Refer to Building Power in Written Communication, Madison Public Schools, 1958, pages 62, 63.

CONVENTIONS: DEVELOP SIMPLE WRITING SKILLS AND DESIRABLE ATTITUDES

Expectancies	Suggestions for Developing Expectancies
Begins to realize the need for capitalization and punctuation, and applies simple skills Begins to follow standards of neatness, practicing good penmanship and spelling	Develop simple skills in capitalization and punctuation. • Develop capitalization. (See Building Power in Written Communication, pages 58-59.) • Develop punctuation. (See Building Power in Written Communication, pages 58-59.) Create satisfaction and pride in work well done. • List standards of good writing. (See Evaluating, Measuring, Improving Written Expression, Grades 1-6, Madison Public Schools, and Guide to Teaching Handwriting, Madison Public Schools.)

PURPOSE: INTRODUCE ADAPTING TO DIFFERENT KINDS OF WRITING

Expectancies	Suggestions for Developing Expectancies
Uses writing more frequently as needs expand The Paragraph The Story The Report The Letter News Descriptions Labels, Titles Records, Forms Poetry Riddles	Continue adapting to increasing needs for writing. • Promote writing a paragraph, telling about one topic. Utilize natural experiences for writing and inspire interest in writing. See Building Power in Written Communication, Madison Public Schools, 1958, pages 18-26, and Creative Writing in the Elementary Grades, Madison Public Schools, Second Printing 1953. • Encourage short written reports using social studies and science areas for ideas. • Write a friendly letter, an invitation. • Write classroom and school news (newspaper). • Write a description of favorite toy, best friend. • Label exhibits, bulletin board displays. • Keep simple records of words, weather, spelling and arithmetic scores. Provide experience in completing library cards, permission slips. • Write poems and riddles about weather, farm animals. I am an animal with four legs. I bark at people. I like bones. Who am I? Refer to English Is Our Language, Book 3, pages 128-155.

ORGANIZATION: INTRODUCE COLLECTING, SELECTING AND ARRANGING WHEN WRITING AND ADAPTING TO SIMPLE FORM

Expectancies	Suggestions for Developing Expectancies
Grows in selection of ideas and in sense of order The Sentence The Paragraph The Story	Continue to encourage order-sequence when writing. • Continue to develop concept of a sentence while understanding that a sentence expresses a complete thought. Build sentences (teacher-pupil or pupil): Write a word that names a person. John Write a word that tells what this person did. walked Write words that tell how. (quickly) Write words that tell where. (to the park) Write words that tell when. (after school) Place this information in a sentence. After school John walked quickly to the park. • Continue to develop clear and interesting sentence patterns. Class evaluate samples of writing. Refer to Evaluating, Measuring, Improving Written Expression, Madison Public Schools, 1959, and English Is Our Language, Book 3, pages 20-21. • Continue to develop concept of the paragraph. Write about one specific topic, following the organization of introduction, body, and conclusion. • Promote creative writing (story) - beginning, sequence of events, closing. Encourage good beginning and closing sentences. Refer to Building Power in Written Communication, Madison Public Schools, 1958. Create interest and develop order in writing stories by providing the beginning of a story which children complete.
Grows in associating ideas, adapting to specific form when writing The Paragraph The Report (outline readiness) The Letter Labels, Titles Records, Forms Poetry	Encourage adapting to increasing number of writing forms. • Encourage indentation of first word in a paragraph, recognizing a paragraph in print or writing. • Provide readiness for outlining by selecting titles for paragraphs and stories, and by distinguishing between related and unrelated parts. List and classify the people who produce, process, and distribute food. Refer to Guide to Teaching Social Studies, page 103. Provide a simple outline as a plan for a short written report. • Introduce correct form in writing an invitation, a friendly letter, or a thank-you letter. See English Is Our Language, Book 3, pages 56-58, 114-119, 221-222. Write letters to request free materials (class). Refer to Guide to Teaching Social Studies, page 105. • Use classroom situations to teach labeling. See English Is Our Language, Book 3, pages 13-16. Encourage correct form when writing titles. Refer to English Is Our Language, Book 3, pages 211-212, 146-147, 173-174, 104. • Introduce keeping diaries and logs (teacher-pupil). Children may use short informative sentences to tell about experiences or events. Also, make individual calendars, leaving space for brief notes about day's outstanding events. • Develop simple elements of form through observation when writing poetry. Arrange seasonal bulletin boards focusing on poetry. Direct observation of style and form.

VOCABULARY: EXTEND WORD UNDERSTANDING AND ENCOURAGE EFFECTIVE USE OF WORDS

Expectancies	Suggestions for Developing Expectancies
Shows growth in using new and interesting words in writing Exact Words Action Words Picture Words Rhyming Words Figurative Words	Show that there are different kinds of words and that words can be used for many purposes. . Stimulate interest in new words. Find specific words for common, overworked words: go - jump, sneak, creep, leap. See English Is Our Language, Book 3, pages 82, 199, 200, 236, 262. Build understanding of homographs through dramatization: bank, walk, club. . Continue to build action words which can be used in writing. See Listening - Vocabulary, Grade 3, and English Is Our Language, Book 3, "The Goblin," page 134. Make and keep a record of action words, page 139. . Develop using words effective through their sound: hiss, zoom. . Introduce effective picture words. Write stories and/or poems. Inspire writing through "starters." Children complete, using picture words: The _____ rain fell all the night. As I slept _____ with my eyes shut tight. . Provide practice writing rhyming words and rhymes. See English Is Our Language, Book 3, page 143. Again, provide "starter" if needed. I have a little gray and white kitten. Whose fur is soft as my new _____. . Develop understanding of effectiveness of similes in writing: The moon is round as _____. The trees are black like _____.
Expands vocabulary through using different word forms Plurals Contractions Compound Words Homonyms Root Words Tense	Develop vocabulary through understanding of word form and develop usage in accordance with group and individual needs. . Practice forming plurals of nouns. . Practice forming contractions and using in writing. . Continue using compound words when writing. . Develop understanding and use of homonyms. Refer to English Is Our Language. Use pictures to show differences in meaning, such as rode-road. Divide class into two teams for a homonym spelldown. Give a sentence: Did he write the letter? Child spells correct word. . Continue identifying root words. Help children to recognize and use prefixes and suffixes and note the effect on meaning. Draw a tree. Place the root word on tree. Form new words using prefixes and suffixes, and write on branches. . Develop correct usage. Identify individual and group needs through listening to different speech patterns. Promote correct usage in writing. Children evaluate work (self and group). Refer to Building Power in Written Communication, Madison Public Schools, 1958, pages 62 and 63.

CONVENTIONS: INTRODUCE MORE WRITING SKILLS AND ENCOURAGE DESIRABLE ATTITUDES

Expectancies	Suggestions for Developing Expectancies
Grows in realizing need for capitalization, punctuation, and in employing required skills	Develop simple skills in capitalization, punctuation. • Continue development of capitalization skills. (See Building Power in Written Communication, pages 58-59, and English Is Our Language, Book 3.) • Continue development of punctuation skills. (See Building Power in Written Communication, pages 58-59, and English Is Our Language, Book 3.)
Becomes more aware of standards of neatness, practicing good penmanship and spelling	Create satisfaction, interest, and pride in work well done. • List standards in good writing. (See Evaluating, Measuring, Improving Written Expression, 1-6, and Guide to Teaching Handwriting, K-9, Madison Public Schools.)

PURPOSE: DEVELOP THE ABILITY TO ADAPT TO DIFFERENT OCCASIONS AND OPPORTUNITIES FOR SPEAKING

Expectancies	Suggestions for Developing Expectancies
Uses writing for more occasions and acquires ease when writing independently The Paragraph The Story The Report The Letter News Descriptions Biography Labels, Titles Records, Forms Plays Poetry Riddles	Develop ability to adapt writing to expanding needs. • Provide opportunities for single paragraph expression, encouraging interesting sentence patterns. Write about a personal experience or an interesting event. Capture situations which inspire an occasion for a story. Write a story of make believe. See Building Power in Written Communication, Madison Public Schools, 1958. • Extend written expression when reporting book, news. Write a short topic or book report following a simple outline composed cooperatively. • Capture situations which encourage letter writing and introduce the understanding that purpose determines the content and style of social letters. Write a friendly letter, get-well, invitation, thank-you. (Incorporate group writing if desired.) • Describe something interesting, a sight, or a possession. Use clear, vivid words. • Provide opportunity for writing a brief biographical sketch. Help in selecting heroes: sports, science, social studies. • Provide experiences in labeling, keeping records, lists, and completing forms. List materials used in an activity (science experiment, play properties). List class duties. Keep a weather or travel log. List plans for a project. • Encourage writing of plays, stories, or events (cooperatively), and adapt simple script form. • Provide an inspirational setting for creative expression, and capture occasions for writing poems, riddles. Book characters or ideas about subject areas may be used for content. Give "starters" for writing poems: • Create lines or select a rhyming verse containing simple rhythm. Present a copy, omitting occasionally a word or ideas which are suggested.

ORGANIZATION: DEVELOP COLLECTING, SELECTING, ARRANGING, AND ADAPTING TO FORM WHEN WRITING

Expectancies	Suggestions for Developing Expectancies
Begins to collect and select ideas relevant to a topic and is more able to arrange in sequence The Sentence The Paragraph The Story	Guide order-sequence in the sentence, paragraph, story. • Continue to develop sentence concept, recognizing that a sentence has two essential parts. Differentiate between sentence and sentence fragment. Avoid using run-on sentences. Children work cooperatively to improve writing. (Use overhead or opaque projector.) Refer to English Is Our Language, Book 4, pages 144-145. Build interesting beginning and closing sentences. Use pictures for inspiration. • Guide paragraph development: topic sentence, body, closing. A paragraph is composed of sentences telling about one topic, each sentence supporting main idea; paragraphing facilitates meaning. Children arrange ideas about a topic in sequence. • Expand the ability to write stories: the beginning, sequence of events, ending. Provide stimulating ideas for story writing as suggested in Creative Writing in the Elementary Grades, Madison Public Schools, 1953.
Becomes more skilled in ability to organize, adapting to form The Report (plan-outline) The Letter News Labels, Titles Records, Forms Plays Poetry	Continue adapting to specific forms when purpose demands. • Develop writing a report: Outline plan briefly - introduction, body, conclusion. (Group cooperation leading to independence in planning). Begin to develop independent outlining through providing partially completed forms consisting of a single topic, and interpreting main idea in own words. • Direct adapting to letter form. Write letters to parents telling about vicarious travel in social studies. • Write an invitation, thank-you. See English Is Our Language, Book 4, pages 118-129. • Introduce simple form for a news story: who, what, when, where, how. Write an article for class paper. • Guide writing labels and titles, keeping records. Refer to English Is Our Language, Book 4, pages 17, 30-31. • Introduce script writing. Write simple scripts adapted from stories or events. Write a play about life in a foreign land. Refer to Guide to Teaching Social Studies, page 126. • Show that poetry adapts to different forms. See English Is Our Language, Book 4, pages 173-195.

VOCABULARY: EXTEND WORD UNDERSTANDING AND BUILD WORD POWER WHEN WRITING

Expectancies	Suggestions for Developing Expectancies
Grows in using new and interesting words when writing and begins to sense the importance of words in written expression Exact Words Subject Words Action Words Picture Words Rhyming Words Figurative Words	Show that there are different kinds of words and that words can be used for many purposes. • Develop the selection of more precise and appropriate words when writing. (Refer to Listening, Speaking - Vocabulary.) Write a weather report using words which help to convey exact meanings. • Help develop confidence in the use of words in specific subject areas. Develop a chart of subject words from social studies experiences. • Further develop the effectiveness of action words in writing. Display pictures showing action. Children write descriptions using action words. • Continue to expand vocabulary of descriptive words and encourage their use in writing. List colorful words showing taste, feel, smell, sound: a chilly night, dizzy wind, dazzling colors. Prepare a TV or radio commercial using descriptive words to strengthen sales appeal. • Develop use of rhyming words in writing verse, emphasizing thought before rhyme. • Help interpret figurative description. See English Is Our Language, Book 4, page 176. Make a list of figurative descriptive phrases: a creamy moon, shimmering desert. Encourage figurative language in writing.
Expands vocabulary through the growing understanding of word form, structure Plurals Contractions Compound Words Possessives Homonyms Root Words Usage	Develop vocabulary through understanding word form and develop usage in accordance with group and individual needs. • Continue to develop plurals of most nouns and verbs. See English Is Our Language, Book 4, pages 213-214. • Continue to help form contractions when writing. See English Is Our Language, Book 4, pages 214-217. • Introduce the use of possessives when writing. Refer to English Is Our Language, Book 4, pages 224-225, 251-253. • Continue to develop understanding of homonyms and their proper use in writing. Identify according to group and individual needs. • Continue to develop the identity of root words and word families. Children use prefixes and suffixes to build new words when writing. • Develop correct usage. See English Is Our Language, Book 4, Index page 326, and Building Power in Written Communication, Madison Public Schools, 1958.

CONVENTIONS: DEVELOP SKILLS FOR EFFECTIVE WRITING, INVOLVING ATTITUDES AND COURTESIES

Expectancies	Suggestions for Developing Expectancies
Understands need for capitalization, punctuation, and shows growth in the ability to employ necessary skills	Develop skill in capitalization, punctuation. • Continue emphasizing capitalization skills. (See Building Power in Written Communication, pages 58-59, and English Is Our Language, Book 4.) • Continue emphasizing punctuation skills. (See Building Power in Written Communication, pages 58-59, and English Is Our Language, Book 4.)
Understands standards of good written expression, and begins to employ desirable practices independently	Create satisfaction, interest, and pride in work well done. • Develop (cooperatively) class standards for writing. Encourage establishing desirable practices through group evaluation. (See Evaluating, Measuring, Improving Written Expression, 1-6, and Guide to Teaching Handwriting, K-9, Madison Public Schools.)

PURPOSE: DEVELOP THE ABILITY TO ADAPT TO DIFFERENT OCCASIONS AND OPPORTUNITIES FOR WRITING

Expectancies	Suggestions for Developing Expectancies
Grows in confidence and ease in writing as opportunities and occasions for writing increase The Paragraph The Story The Report The Letter News Descriptions Reactions-Opinions Biography-Autobiography Labels, Titles Records, Forms Plays Poetry	Extend the ability to meet more occasions for writing. • Capture many experiences which provide opportunities for building and improving paragraph writing. Write a paragraph book review. • Continue to encourage story writing. Write a story inspired by music. • Provide occasions for writing a report using research data pertaining to topic. • Continue to write different kinds of friendly letters. Introduce the business letter. • Provide opportunities for different kinds of news writing: news story, feature, and editorial. Build through a class paper. • Encourage writing a paragraph using description: capture an experience which stimulates expressing a reaction or an opinion. Write reactions to a real situation: need for added playground, a safety problem. • Provide opportunity to summarize a biographical account and the experience of writing an autobiography. • Encourage children to label collections, displays. Make legends on maps, graphs and/or charts. Write slogans. Make a title page for a booklet. • Direct the keeping of records and completing forms. Record minutes of class meetings. Write notices for bulletin board. Write an informational account of exhibits, displays. Keep a log: arrival of birds, a trip, weather. Keep a diary of important happenings. Use information of Colonial Days in composing a diary. • Direct script writing, following stories and events. Write play or skit based around experiences gained in reading books about pioneers, explorers, leaders. • Stimulate creative writing of poems, jingles, limericks. (See English Is Our Language, pages 135-155, and Creative Writing in the Elementary Grades, Madison Public Schools, 1953.)

ORGANIZATION: DEVELOP COLLECTING, SELECTING, ARRANGING, AND ADAPTING TO FORM WHEN WRITING

Expectancies	Suggestions for Developing Expectancies
Becomes more able to develop and organize in sequence ideas relevant to a topic, using more complete and varied sentence patterns; begins to understand story design The Sentence The Paragraph The Story	Introduce varied sentence patterns, good paragraph and story arrangement. • Continue to develop the concept of the sentence, understanding that a sentence has two essential parts. Stress identifying parts, combining sentences, correcting run-on sentences, and joining sentence fragments. Refer to English Is Our Language, Book 5. Distinguish between complete sentences and fragments. Change each fragment to a complete thought: as she came into the room, roared loudly, an old fisherman. Using joining words to combine two or more short sentences as: 1. I went to New York. I did not see my friend for a long time (after). 2. This is an excellent true story. It took place during the Revolutionary War (which). 3. We have a new neighbor. He is interested in dogs (who). • Use a projector to show variety in sentence arrangement. Example: All through the night, mysterious noises could be heard in the haunted house; or, Mysterious noises could be heard in the haunted house all through the night. Children arrange given sentences differently; create sentences. • Develop understanding and use of sentences that exclaim. Give a sentence with varied intonations. Use the three sentence types in writing. • Continue to develop the paragraph, understanding its composition of one topic and supporting ideas: topic sentence, body, conclusion. Introduce key sentence. Develop identifying key sentences. Also, build a paragraph from a given key sentence. Develop paragraphing within direct quotation. Emphasize beginning and ending sentences. • Introduce story design: introduction, plot, conclusion. Develop difference between climax and ending. Create class composition to help build understandings. STORY CURVE • Develop understanding and use of sentences that exclaim. Give a sentence with varied intonations. Use the three sentence types in writing.

ORGANIZATION: DEVELOP COLLECTING, SELECTING, ARRANGING, AND ADAPTING TO FORM WHEN WRITING (continued)

Expectancies	Suggestions for Developing Expectancies
Becomes more skilled in selecting and organizing more complex material, adapting to form as needs for writing expand The Report The Outline Bibliography The Letter Personal Business News News Story Feature Story Editorial Biography, Autobiography Labels, Titles Records, Forms Plays Poetry	Develop knowledge of more forms, increasing in complexity. • Introduce outline form. Encourage simple outlining, independently finding main topics and subheadings. Develop through providing helps or "starters." See English Is Our Language, Outlining, pages 101-109. Refer to Guide to Teaching Social Studies, pages 136, 137, 140, 142, for topics. Outline paragraphs using key sentences. Refer to English Is Our Language, Book 5, pages 101-109. • Introduce simple bibliography form: author, title, publisher, date. • Continue letter writing, developing correct form. Refer to English Is Our Language, Book 5, pages 28-36. • Develop writing news articles: who, what, where, why, how. Publish a room newspaper. Write summaries of Weekly Reader articles and create original titles. • Using Weekly Reader pictures and others from daily papers and magazines, compose a "dummy" page. • Provide opportunities for writing about one's life. Also, read biographies of famous persons and summarize. • Write a feature story: Free Rent (a bird's nest, with eggs, under the cab of a truck). • Write an editorial on safety at Halloween. • Direct writing labels and keeping records, using text as guide. • Develop form for writing plays. Encourage independent writing. • Develop forms in different verse writing. See Creative Writing in the Elementary Grades, Madison Public Schools, 1953.

VOCABULARY: EXTEND WORD UNDERSTANDING AND BUILD WORD POWER WHEN WRITING

Expectancies	Suggestions for Developing Expectancies
Continues to expand and enrich vocabulary and begins to sense the effectiveness of words in written expression Exact Words Abstract Words Subject Words Action Words Picture Words Rhyme, Alliteration Figurative Language	Help recognize that words in language have different uses, and help create effectiveness through appropriate use of words. • Develop use of more precise and appropriate words when writing. Find substitutions for overworked words: swell, good, bad, nice, fine, pretty, lovely, light, dark. Substitute one of these words wherever you see the word lovely in the paragraph below. Place the number of that word where you choose to use it. 1. peaceful 2. secluded 3. musical 4. fragrant 5. rocky 6. quiet A Peaceful Place The faraway woods was a cool, lovely place, lovely with the scent of flowers. Nearby were heard the lovely sounds of birds. A lovely little brook flowed nearby over its lovely bed. I longed to return soon for I had never experienced a place more lovely. • Develop the use of words from various subject areas. Chart words from social studies and science for reference when writing reports. • Continue to promote the use of action words in writing and introduce the understanding of their effectiveness. Look out classroom window or take a short walk from school. Tell what (and whom) you see in motion. Use vivid words: Dry leaves rustle in the wind. People scurry in the street. Here is a poem with many action words and words which describe. See if you can find them. Old Winter* by T. Noel Old Winter sad, in his white robe clad, Is making a doleful din, But let him howl till he crack his jowl, We will not let him in. Let him push at the door, -- in the chimney roar, And rattle the window pane; And let him spy with his icicle eye But he shall not entrance gain. • Encourage use of figurative language in writing. See English Is Our Language, Book 5, pages 138-140. Find and create words of alliteration: slippety-sloppety, higgledy-piggledy, snapping-snipping, etc. Write rhymes and jingles in verse. • Show how metaphors and similes develop clarity and create interest. Take an autumn walk. Describe "pictures" in figurative language: The sumac, a gypsy queen, edged the roadside. Trees with scarlet hoods and cloaks swayed in the sun. The goldenrod's lighted torches led the way.

*Reprinted from Language in Action, Chicago, J. B. Lippincott Company, 1934.

VOCABULARY: EXTEND WORD UNDERSTANDING AND BUILD MORE WORD POWER WHEN SPEAKING (continued)

Expectancies	Suggestions for Developing Expectancies
Gains in understanding of word structure and grows in the ability to create and use varied word forms, improving in usage Plurals Contractions Possessives Compound Words Homonyms, Heteronyms Root Words Usage	Continue to develop vocabulary through understanding word form and structure, developing usage in accordance with group and individual needs. • Develop plurals of most nouns and verbs. • Continue to form contractions. See English Is Our Language, Book 5, pages 240-241. • Develop the ability to form possessives - singular and plural. See English Is Our Language, Book 5, pages 86-87, 126-127. • Continue to expand understanding of homonyms. • Continue to expand the ability to identify root words and word families, understanding syllabication; continue expanding ability to recognize and use prefixes and suffixes to form new words, understanding effect in meaning. See English Is Our Language, Book 5, pages 292-293, 314, 60-61. • Further develop good usage patterns, and help create interest in correcting errors. See English Is Our Language, Book 5, Index (Words and Word Usage) and Building Power in Written Communication, Madison Public Schools, 1958.

GRADE FIVE WRITING	CONVENTIONS: DEVELOP SKILL FOR EFFECTIVE SPEAKING INVOLVING ATTITUDES AND COURTESIES
Increases in understanding the need for capitalization, punctuation, and becomes more skilled in application	Develop skill in capitalization and punctuation. • Continue good habits in capitalization, referring to text independently when aid is needed. (See Building Power in Written Communication, pages 58-59, and English Is Our Language, Book 5.) • Continue good habits in punctuation, referring to text independently. (See Building Power in Written Communication, pages 58-59, and English Is Our Language, Book 5.)
Grows in understanding and using writing standards, becoming aware of the responsibility to others when writing; begins to evaluate own writing independently	Create satisfaction, interest, and pride in work well done. • Develop class standards and begin to develop self evaluation. Promote the desire to observe good writing habits, taking pride in effective expression. (See Evaluating, Measuring, Improving Written Expression, 1-6, and Guide to Teaching Handwriting, K-9, Madison Public Schools.)

PURPOSE: DEVELOP THE ABILITY TO ADAPT TO DIFFERENT OCCASIONS AND OPPORTUNITIES FOR WRITING

Expectancies	Suggestions for Developing Expectancies
Uses written expression more frequently and matures in effectiveness and independence The Paragraph The Story The Report The Letter News Descriptions Reactions-Opinions Biography, Autobiography Labels, Titles Records, Forms Plays Poetry	Extend and expand the ability to adapt writing to increasing occasions. • Provide opportunity for, and encourage more lengthy composition. • Continue to develop story: fiction, nonfiction. Write stories involving conversation. Use interesting situations to develop interest: outer space; trying to convince parents to raise an allowance; arguing after a baseball game. • Continue to promote letter writing. See English Is Our Language, Book 6, pages 114-122. Write letters to children in foreign countries as shown in Guide to Teaching Social Studies, page 161. • Continue to provide experiences in writing various kinds of news stories. Use social studies information and write a newspaper article (invention of printing press, completion of a pyramid). Develop as occurring in the present time. • Continue writing to describe person, object, scene. Write a description of best friend, enumerating appearance, character traits, and habits. • Encourage writing a reaction or opinion using situations within children's experience. Listen to news and discuss. Write a personal reaction to a timely question, a crisis, local event. Create a cartoon, expressing a point of view. Discuss common situations that provoke anger at home, school. Write an opinion with a probable solution of problem. • Continue the biographical and autobiographical sketch. Write biographies of famous people during Renaissance period. Refer to Guide to Teaching Social Studies, page 155. • Continue to direct labeling displays. Encourage independence in skills. • Encourage keeping records and forms. See Writing - Purpose, Grade 6. Write patrol notices. Keep minutes of patrol meetings. • Direct writing short plays, radio scripts, dialogues. Create plays around social studies areas, incorporating factual information (Egyptian Civilization, Crusades, Middle Ages). Present as a culminating activity. • Encourage expression in verse: ballads, chants, the limerick or free verse. Refer to English Is Our Language, Book 6, pages 189-210, and Creative Writing in the Elementary Grades, Madison Public Schools, 1953.

ORGANIZATION: DEVELOP COLLECTING, SELECTING, ARRANGING, AND ADAPTING TO FORM WHEN WRITING

Expectancies	Suggestions for Developing Expectancies
Matures in selection and expression of ideas, using the key sentence in organizing the paragraph; grows in the understanding of story design The Sentence The Paragraph The Story	Develop order-sequence in the sentence, paragraph, story. • Continue to show different sentence types and varied patterns within well-organized paragraphs and stories. • Develop and encourage using complex and compound sentences identifying complete subject and complete predicate of a sentence in natural or inverted order. • Develop variety of arrangement within a sentence. Provide practice in showing different sentence structure to convey a given idea: The crowd, disgusted with the game, began to leave. • Develop identification of sentences which command (imperative). • Continue to emphasize paragraph writing, keeping to topic. Build compositions of more than one unit. Promote the understanding and use of key sentences. Develop different locations for key sentences within a paragraph. Locate paragraphs in which the key sentence is clearly identified. Note the location of the key sentence. Proverbs may be used as key sentences to stimulate ideas: Don't put all your eggs in one basket; Birds of a feather flock together; Rome wasn't built in a day. Clip a cartoon you understand. Write your interpretation in one paragraph. • Develop writing different kinds of narration: myth, tall tale, folk tale, fiction, science fiction. Write original myths after a study of myths and legends. Suggest writing explanations for: the sun's rising and setting; why tulips close at night; reason for thunder (Chapter organization for longer forms). For further development, see Creative Writing in the Elementary Grades, Madison Public Schools, 1953.
Develops greater independence in adapting to form as purposes for writing expand The Report The Outline Bibliography The Letter Personal Business News News Story Feature Story Editorial Biography, Autobiography Labels, Titles Records, Forms Plays Poetry	Continue emphasizing adaptation to written forms, encouraging greater independence in writing. • Continue to develop the ability to outline, showing relation to notes (research) to outline form: 1) Select major topics within broad topic; 2) Select minor topics and arrange in order. Refer to English Is Our Language, Book 6, pages 242-244. • Continue to develop skills in compiling a bibliography. List references in research. Refer to English Is Our Language, Book 6, pages 36-39. • Continue fixation of proper letter forms. Refer to English Is Our Language, Book 6, pages 114-131. • Expand various types of news writing, encourage independence in skills and evaluation of product. Write a feature story: The Dog That Came Back; Rich Overnight. Provide helps in writing an editorial: 1. Tell the problem. 2. Give your opinion. 3. Challenge the reader. • Continue to develop writing autobiography. Suggested framework: My years before school; my experiences in school; vacations and trips; my family; my most exciting experience. Children also plan own outline. Develop biographies of famous people for a feature article in school newspaper. • Encourage greater independence in correct labeling and recording form. See English Is Our Language, Book 6, pages 27-29, 144-145. • Encourage greater independence in following correct form for writing plays and poetry. Refer to English Is Our Language, Book 6, pages 188-215, 276-280.

VOCABULARY: EXTEND WORD UNDERSTANDING AND BUILD WORD POWER WHEN WRITING

Expectancies	Suggestions for Developing Expectancies
Matures in using words when writing, creating more effective written expression Precise-Exact Words Abstract-Elusive Words Technical-Subject Words Action Words Picture Words Key-Transition Words Rhyme, Alliteration Figurative Language	Show that words have different uses, identified by specific names; help create effectiveness through appropriate use of words. • Further develop use of precise and appropriate words. (See Speaking - Vocabulary, Grade 6.) Distinguish between general and specific words: building - church, cottage, house, duplex. automobile - sedan, station wagon, convertible. • Write a description (scene of an accident). Give facts clearly and precisely. • Continue to provide opportunities for using specific subject words and current technical words when writing. • Expand and enrich vocabulary of words which depict action or sound, and further develop the understanding of their effectiveness. Pantomime different actions. Translate into words - hobbled, rushed, hissed, zoomed. • Continue to enrich vocabulary of picture-sensory words and develop interest in their use. Show through facial expression meanings of words as disgust, suspicion, amazement. Determine word being pantomimed. • Continue developing sensitivity to rhyme in different types of verse writing, incorporating alliteration. Collect samples from news titles: Nose Knows Where Wind Blows, or, Nose for News. Write alliterative captions for interesting pictures. Create other captivating titles for stories. "EGGSCAPE FROM CRASH NOT A YOKING MATTER* HIBERNIA, N.J. -- A dozen eggs came through unscathed when Robert E. White's auto was demolished in an accident. Police said White was returning from the store Wednesday night when his car rammed a telephone pole. He suffered cuts. But there on the front seat sat the eggs, not one of them broken. White placed the eggs in the back seat of the police car that was to take him home, and then he got in and sat down -- right on the eggs, smashing every one of them." • Continue to create concrete, vivid imagery and mood through figurative language. Collect similes and metaphors from prose and poetry: as cool as the breeze, autumn is the evening of the year. Read "The Wreck of the Hesperus" by Longfellow. Discover the similes and note the effectiveness. Collect words and sayings pertaining to legend and superstition which have "magical" meanings: open sesame; hocus-pocus; abracadabra; rain before seven, quit before eleven; step on a crack, you'll break your mother's back.
Matures in understanding word structure and origin, and continues to grow in the ability to use varied word forms	Develop understanding that change in form and structure affects meaning, and develop usage patterns in accordance with group and individual needs. • Continue developing plural forms. See English Is Our Language, Book 6, pages 159-161. • Develop the ability to differentiate between contractions and possessives and develop correct use of: its - it's, whose - who's, theirs - there's. See English Is Our Language, Book 6, pages 176-178.

* Wisconsin State Journal, August 10, 1963.

VOCABULARY: EXTEND WORD UNDERSTANDING AND BUILD WORD POWER WHEN WRITING (continued)

Expectancies	Suggestions for Developing Expectancies
Plurals Contractions Possessives Compound Words Homonyms, Heteronyms Root Words Usage	• Continue to develop forming possessive nouns - singular and plural. See English Is Our Language, Book 6, pages 170-172. • Continue to develop understanding of new homonyms, heteronyms. See English Is Our Language, Book 6, pages 104-105. • Develop the concept that change in structure affects the function of words: conserve, conservation, conservative. • Develop word usage in accordance with group and individual needs; the understanding of the principal parts of verbs and the use of pronouns as objects of verbs. • Develop the understanding that correct usage helps build effectiveness in writing. See English Is Our Language, Book 6, Index (Words and Word Usage), and Building Power in Written Communication, Madison Public Schools, 1958.

CONVENTIONS: DEVELOP SKILLS FOR EFFECTIVE WRITING INVOLVING ATTITUDES AND COURTESIES

Expectancies	Suggestions for Developing Expectancies
Uses correct capitalization and punctuation more naturally through growing fixation of skills	Develop skill in capitalization and punctuation. • Continue developing capitalization skills and promote the ability to use text (independently) as a guide. (See Building Power in Written Communication, pages 58-59, and English Is Our Language, Book 6.) • Continue fixation of punctuation skills and promote the ability to use text (independently) as reference. (See Building Power in Written Communication, pages 58-59, and English Is Our Language.)
Shows greater independence in adapting conventions and becomes more aware of simple amenities when writing; shows greater ability in recognizing and appreciating good writing	Create satisfaction, interest, and pride in work well done. • Further develop self-evaluation and continue to promote the desirable attitude of observing good writing practices when sharing a product with others. (See Evaluating, Measuring, Improving Written Expression, 1-6, and Guide to Teaching Handwriting, K-9, Madison Public Schools.)

MADISON PUBLIC SCHOOLS

SUMMARY - FLOW CHARTS

These charts show: the continuum of language through the developmental growth in skills and abilities, and the interrelated aspects of Listening, Speaking, Writing.

LISTENING FLOW CHART

K - 6

MADISON PUBLIC SCHOOLS

	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE
PURPOSE	.Becomes interested in others through listening. .Recognizes occasions for listening. .Enjoys a variety of music, poetry, and stories.	.Listens to others in conversation and discussion. .Listens and responds to directions, and listens when sharing experiences. .Enjoys listening to a variety of music, poetry, stories and dramatizations.	.Grows in listening thoughtfully to contributions of others in conversation and discussion. .Grows in listening effectively in formal situations, gaining in information. .Continues to listen for enjoyment and appreciation.	.Grows in listening to the contributions of others in conversation and discussion becoming aware of to trend. .Grows in effective listening within expanding expe iences, improving recall. Directions, Introductions, Messages Explanations, Announcements Reports .Continues to listen for enjoyment and appreciation gaining in understanding.
ORGANIZATION	.Begins to sense order through observation and listening. .Begins to differentiate between real and make-believe. .Identifies and responds to simple rhythmic patterns and sounds.	.Senses order through observation and listening. .Begins to make judgments and show sense of logic. .Begins to recognize sounds and determine mood.	.Shows awareness of main idea when listening and grows in understanding of order, including sequential arrangement. .Grows in interpretation and applies simple analysis in thinking.	.Begins to recognize the main idea when listening grows in the understanding of order. .Begins to be more selective and analytical.
VOCABULARY	.Increases vocabulary through listening. .Begins to recognize similarity in words, sounds, and enjoys a variety of sounds and patterns.	.Increases vocabulary through listening and enjoys hearing words and a variety of language patterns. .Identifies and interprets letter sounds and blends.	.Continues to expand word concepts through rich and varied experiences. Subject Words Synonyms, Antonyms Rhyming Words Picture-Action Words .Grows in word perception. Context Clues (homograph) Word Form Figurative Words	.Continues to expand word concepts through increa experiences. Subject Words Rhyme Picture Words Synonyms, Antonyms Action Words .Gains in word perception. Context Clues (homograph) Figurative Words Word Form
CONVENTIONS	.Shows awareness of importance of listening. .Begins to show interest in listening politely.	.Begins to understand the importance of good listening. .Shows interest in listening politely.	.Becomes increasingly aware of need for good listening and practices more mature listening habits. .Becomes aware of rights and opinions of others.	.Improves in listening practices and habits. .Shows growth in respecting the rights and opinions others and becomes more sensitive to the interest others.

LISTENING FLOW CHART

K - 6

MADISON PUBLIC SCHOOLS

KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE
omes interested in others ough listening. ognizes occasions for listening. oys a variety of music, poetry, d stories.	. Listens to others in conversation and discussion. . Listens and responds to directions, and listens when sharing experiences. . Enjoys listening to a variety of music, poetry, stories and dramatizations.	. Grows in listening thoughtfully to contributions of others in conversation and discussion. . Grows in listening effectively in formal situations, gaining in information. . Continues to listen for enjoyment and appreciation.	. Grows in listening to the contributions of others in conversation and discussion becoming aware of topic trend. . Grows in effective listening within expanding experiences, improving recall. Directions, Introductions, Messages Explanations, Announcements Reports . Continues to listen for enjoyment and appreciation, gaining in understanding.
gins to sense order through servation and listening. gins to differentiate between al and make-believe. entifies and responds to simple ythmic patterns and sounds.	. Senses order through observation and listening. . Begins to make judgments and show sense of logic. . Begins to recognize sounds and determine mood.	. Shows awareness of main idea when listening and grows in understanding of order, including sequential arrangement. . Grows in interpretation and applies simple analysis in thinking.	. Begins to recognize the main idea when listening and grows in the understanding of order. . Begins to be more selective and analytical.
creases vocabulary through tening. gins to recognize similarity in rds, sounds, and enjoys a variety sounds and patterns.	. Increases vocabulary through listening and enjoys hearing words and a variety of language patterns. . Identifies and interprets letter sounds and blends.	. Continues to expand word concepts through rich and varied experiences. Subject Words Synonyms, Antonyms Rhyming Words Picture-Action Words . Grows in word perception. Context Clues (homograph) Word Form Figurative Words	. Continues to expand word concepts through increasing experiences. Subject Words Rhyme Picture Words Synonyms, Antonyms Action Words . Gains in word perception. Context Clues (homograph) Figurative Words Word Form
ows awareness of importance of tening. gins to show interest in listen- g politely.	. Begins to understand the importance of good listening. . Shows interest in listening politely.	. Becomes increasingly aware of need for good listening and practices more mature listening habits. . Becomes aware of rights and opinions of others.	. Improves in listening practices and habits. . Shows growth in respecting the rights and opinions of others and becomes more sensitive to the interests of others.

LISTENING FLOW CHART

K - 6

MADISON PUBLIC SCHOOLS

GRADE FOUR	GRADE FIVE	GRADE SIX
.Grows in listening to the contributions of others in conversation and discussion, recognizing topic trend. .Grows in listening effectively, recalling greater detail. Directions, Introductions, Messages Explanations, Announcements The Interview Reports News .Continues to listen for enjoyment, appreciation, and understanding.	.Grows in listening to the contributions of others in conservation and discussion, following topic trend and improving recall. .Grows in listening effectively in extended experiences recalling details. Directions, Introductions, Messages Explanations, Announcements The Interview Reports News .Continues to listen for enjoyment and appreciation and matures in understanding.	.Matures in listening thoughtfully to the contributions of others in conversation and discussion. .Continues to grow in listening effectively, recalling more detailed and complex information accurately and achieving ideas more quickly. Directions, Introductions, Messages Explanations, Announcements The Interview Reports News .Enjoys and understands more complex creative forms when listening.
.Gains in the ability to see relationships and begins to identify the main idea or theme when listening. .Becomes more selective and more skilled in interpretation and critical thinking. Truth - Fiction Fact - Opinion Mood	.Continues to grow in the ability to sense relationships and to identify main thoughts and supporting facts in order. .Begins to summarize and draw conclusions, becoming more skilled in the interpretation of ideas. Truth - Fiction Purpose Fact - Opinion Mood	.Matures in sensing relationships, selecting main and supporting ideas within more complex material. .Becomes more skilled in selecting the relevant, forming judgements, making generalizations and drawing inferences. Truth - Fiction Effectiveness Fact - Opinion Mood, Style Purpose
.Matures in forming word concepts through expanding experiences. Subject Words Key-Transition Words Picture Words Synonyms, Antonyms Action Words .Continues to gain in word perception. Context Clues Figurative Words Word Form	.Continues to mature in forming word concepts as real and vicarious experiences increase. Subject Technical Words Abstract Words Picture Words Key-Transition Words Action Words Synonyms, Antonyms .Gains in word perception, using clues to deduce meanings. Context Clues Word Derivation Word Form Figurative Words	.Broadens and strengthens word concepts through expanding experiences, real and vicarious. Subject-Technical Words Abstract-Elusive Words Picture Words Colored-Emotive Words Action Words Key-Transition Words Synonyms, Antonyms .Gains in word perception, using clues to deduce meanings. Context Clues Word Derivation Word Form Figurative Words
.Continues to grow in listening practices, habits and skills. Interest Concentration Alertness Accuracy Attention .Begins to sense the importance of observing the rights and opinions of others.	.Matures in listening practices, habits and skills. Interest Concentration Alertness Accuracy Attention .Begins to understand the value to self and group when rights and opinions of others are observed.	.Continues to mature in listening practices, habits, and skills, observing the role of the listener. Interest Concentration Alertness Accuracy Attention .Understands the value to group when rights and opinions of others are observed.

MADISON PUBLIC SCHOOLS

SUMMARY - FLOW CHARTS

These charts show: the continuum of language through the developmental growth in skills and abilities, and the interrelated aspects of Listening, Speaking, Writing.

SPEAKING FLOW CHART

K - 6

MADISON PUBLIC SCHOOLS

	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE
PURPOSE	.Begins to participate in conversations and discussion. .Gives information and description occasionally. .Enjoys spontaneous creative expression.	.Begins to contribute ideas in conversation and discussion. .Shows growth in giving information and description. .Continues to enjoy spontaneous creative expression.	.Shows growth in the ability to talk with others in conversation and discussion. .Shows growth in the ability to talk to others. Directions, Introductions, Messages Explanations, Announcements Reports .Continues to express creatively.	.Continues to grow in the ability to talk with others conversation and discussion, occasionally expressin reactions. .Grows in ability to give information as needs incre Directions, Introductions, Messages Report Explanations, Announcements News .Continues to express creatively, enjoying dramatiz tion.
ORGANIZATION	.Speaks in sentences occasionally. .Shows an awareness of sequence. .Gives and responds to greetings.	.Becomes more skilled in using sentences when speaking. .Grows in expressing in sequence, using greater detail. .Begins to respond to greetings and introductions independently.	.Shows growth in the ability to see relationships and sense order. The Sentence The Report .Responds to greetings and introductions with greater ease.	.Continues to grow in seeing relationships and sensi order. The Sentence The Report — A Discussion Introduction — A Message Body — An Explanation Conclusion .Adapts to form occasionally when introducing and greeting.
VOCABULARY	.Shows interest in using new words. .Enjoys using a variety of speech sounds.	.Becomes interested in using new words and learning new meanings for familiar words. .Enjoys using colorful words and expressions. .Enjoys forming rhymes (rhythm, alliteration).	.Shows growth in the ability to use new words when expressing information. Exact Words Action Words Subject Words Current Words .Continues to expand in ability to use words effectively when expressing to create feelings and emotions. Picture Words Rhyme, Alliteration	.Shows growth in using words effectively when expressing to inform. Exact Words Action Words Subject Words Current Words .Grows in using words effectively when expressing t create feeling and emotions. Picture Words Rhyme, Alliteration
CONVENTIONS	.Shows some ease when speaking before the class. .Becomes aware of simple courtesies. .Begins to use vocal and bodily expression. .Begins to eliminate infantile speech and correct articulation errors.	.Shows more ease and confidence when speaking before a group, using expression; and demonstrates courtesies. .Eliminates more mispronunciations and articulation errors and becomes aware of better speech patterns.	.Begins to sense responsibility of speaker when talking with others and to others and shows some growth in the skill of speaking. Thought Poise, Confidence Voice Courtesy Expression .Becomes more conscious of correct speech and matures in ability to use accepted speech patterns.	.Senses the responsibility of speaker when talking with others and to others, and is aware of some speaking skills. Thought Poise, Confidence Voice Courtesy Expression .Grows in sensing the importance of correct usage and good speech patterns.

SPEAKING FLOW CHART

K - 6

MADISON PUBLIC SCHOOLS

ARTEN	GRADE ONE	GRADE TWO	GRADE THREE
ate in conver- sion. and description s creative	.Begins to contribute ideas in conversation and discussion. .Shows growth in giving information and description. .Continues to enjoy spontaneous creative expression.	.Shows growth in the ability to talk with others in conversation and discussion. .Shows growth in the ability to talk to others. Directions, Introductions, Messages Explanations, Announcements Reports .Continues to express creatively.	.Continues to grow in the ability to talk with others in conversation and discussion, occasionally expressing reactions. .Grows in ability to give information as needs increase. Directions, Introductions, Messages — Reports Explanations, Announcements — News .Continues to express creatively, enjoying dramatization.
es occasionally. ss of sequence. s to greetings.	.Becomes more skilled in using sentences when speaking. .Grows in expressing in sequence, using greater detail. .Begins to respond to greetings and introductions independently.	.Shows growth in the ability to see relationships and sense order. The Sentence The Report .Responds to greetings and introductions with greater ease.	.Continues to grow in seeing relationships and sensing order. The Sentence The Report — A Discussion Introduction — A Message Body — An Explanation Conclusion .Adapts to form occasionally when introducing and greeting.
using new iety of speech	.Becomes interested in using new words and learning new meanings for familiar words. .Enjoys using colorful words and expressions. .Enjoys forming rhymes (rhythm, alliteration).	.Shows growth in the ability to use new words when expressing information. Exact Words — Action Words Subject Words — Current Words .Continues to expand in ability to use words effectively when expressing to create feelings and emotions. Picture Words — Rhyme, Alliteration	.Shows growth in using words effectively when expressing to inform. Exact Words — Action Words Subject Words — Current Words .Grows in using words effectively when expressing to create feeling and emotions. Picture Words — Rhyme, Alliteration
hen speaking simple courtesies. and bodily e infantile speech lation errors.	.Shows more ease and confidence when speaking before a group, using expression; and demonstrates courtesies. .Eliminates more mispronunciations and articulation errors and becomes aware of better speech patterns.	.Begins to sense responsibility of speaker when talking with others and to others and shows some growth in the skill of speaking. Thought — Poise, Confidence Voice — Courtesy Expression .Becomes more conscious of correct speech and matures in ability to use accepted speech patterns.	.Senses the responsibility of speaker when talking with others and to others, and is aware of some speaking skills. Thought — Poise, Confidence Voice — Courtesy Expression .Grows in sensing the importance of correct usage and good speech patterns.

SPEAKING FLOW CHART

K - 6

MADISON PUBLIC SCHOOLS

GRADE FOUR	GRADE FIVE	
.Further develops the ability to participate in conversation and discussion, expressing reactions. .Further develops the ability to impart information within more planned situations. Directions, Introductions, Messages Explanations, Announcements The Interview Reports .Expresses creatively, beginning to adopt more planned structure.	. Participates more actively in conversation and discussion, beginning to support ideas. . Shows growth in speaking within more planned situations, imparting more complex information. Directions, Introductions, Messages Explanations, Announcements The Interview Reports Panel Discussion The Debate Parliamentary Experience . Enjoys varied kinds of creative expression, emphasizing detail.	. Expands in the ability to exchan interchange of comments in disc . Matures in expressing informativ (length, depth, and complexity Directions, Introductio Explanations, Announce The Interview . Enjoys more sophisticated forms realism.
.Collects and selects ideas and grows in the ability to see relationships when planning for speaking, sensing order and sequence. The Sentence The Report Introduction Body Conclusion A Discussion A Message An Explanation .Adapts to form in more situations.	. Grows in the ability to collect and select ideas and continues to sense relationships when speaking, arranging in sequential order. The Sentence The Report Introduction Body Conclusion A Discussion A Message An Explanation .Adapts to form for increasing purposes. The Introduction, Greeting The Interview Parliamentary Experience	. Matures in the ability to collect lationships when planning for sp The Sentence .Matures in adaptation to form for The Introduction, Gree P
.Becomes more effective when speaking to inform, using an enlarged and enriched vocabulary. Exact Words Action Words Abstract Words Key-Transition Words Subject Words Rhyme, Alliteration . Becomes more effective when expressing to create feelings and emotions. Picture Words Rhyme, Alliteration	. Continues to gain in effectiveness when speaking to inform through an enlarged and enriched vocabulary. Exact Words Action Words Abstract Words Key-Transition Words Subject Words Current Words . Continues to gain in effectiveness when expressing to create feelings and emotions. Picture Words Alliteration	. Matures in effectiveness when s Precise-Exact Words Abstract-Elusive Words Subject-Technical Wo . Continues to use expanding voc emotions. Picture Words Colored-Emotive
.Grows in understanding the role of the speaker and adopts speaking skills: When talking with others. Interest Thought Courtesy When talking to others. Interest Thought Poise, Confidence Bodily Action Voice, Manner Clarity Fluency, Intonation Expression, Tempo .Continues to grow in awareness of correct usage and good speech patterns.	. Continues to grow in understanding the role of the speaker and becomes more skilled in speaking: When talking with others. Interest Thought Courtesy When talking to others. Interest Thought Poise, Confidence Bodily Action Voice, Manner Clarity Fluency Intonation, Expression Tempo . Becomes more able to detect undesirable speech patterns and more skilled in correcting errors.	. Matures in understanding the rol When talking with others. When talking to others. Interest Thought Poise, Bodily . Matures in the ability to elimin Usag

SPEAKING FLOW CHART

K - 6

MADISON PUBLIC SCHOOLS

GRADE FIVE	GRADE SIX
more actively in conversation and discussion, beginning to support ideas. h in speaking within more planned situations, imparting more complex information. ctions, Introductions, Messages anations, Announcements Interview rts Panel Discussion The Debate Parliamentary Experience ed kinds of creative expression, emphasizing detail.	. Expands in the ability to exchange ideas spontaneously in conversation; contributes to the interchange of comments in discussion; and is more able to support ideas. . Matures in expressing informative content, demonstrating greater independence in planning (length, depth, and complexity of content). Directions, Introductions, Messages Explanations, Announcements The Interview Reports Round-table, Panel Discussion The Debate Parliamentary Experience . Enjoys more sophisticated forms of creative expression, with more emphasis on detail and realism.
e ability to collect and select ideas and continues to sense relationships when rranging in sequential order. Sentence The Report Introduction Body Conclusion A Discussion A Message An Explanation orm for increasing purposes. troduction, Greeting The Interview Parliamentary Experience	. Matures in the ability to collect and select ideas using varied resources, to observe relationships when planning for speaking, and to arrange in sequential order. The Sentence The Report Introduction Body Conclusion A Discussion An Explanation .Matures in adaptation to form for specific purposes. The Introduction, Greeting The Interview Parliamentary Experience
o gain in effectiveness when speaking to inform through an enlarged and enriched . Exact Words Abstract Words Subject Words Action Words Key-Transition Words Current Words o gain in effectiveness when expressing to create feelings and emotions. Picture Words Alliteration	. Matures in effectiveness when speaking to inform, further enlarging and enriching vocabulary. Precise-Exact Words Abstract-Elusive Words Subject-Technical Words Action Words Key-Transition Words Current Words . Continues to use expanding vocabularly effectively when expressing to create feelings and emotions. Picture Words Colored-Emotive Words Alliteration Figurative Words
o grow in understanding the role of the speaker and becomes more skilled in When talking with others. Interest Thought Courtesy talking to others. Interest Thought Poise, Confidence Bodily Action Voice, Manner Clarity Fluency Intonation, Expression Tempo ore able to detect undesirable speech patterns and more skilled in correcting errors.	. Matures in understanding the role of the speaker and matures in adopting speaking skills: When talking with others. Interest Thought Courtesy Rights of others Opinions of others When talking to others. Interest Thought Poise, Confidence Bodily Action Voice, Manner Clarity Fluency Intonation, Expression Tempo . Matures in the ability to eliminate incorrect use of words and undesirable speech patterns. Usage Speech Patterns

MADISON PUBLIC SCHOOLS

SUMMARY - FLOW CHARTS

These charts show: the continuum of language through the developmental growth in skills and abilities, and the interrelated aspects of Listening, Speaking, Writing.

WRITING FLOW CHART

K - 6

MADISON PUBLIC SCHOOLS

	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE
THE PROCESS OF ORGANIZATION	. Begins to observe different purposes for writing and contributes to group composition.	. Observes teacher recording and contributes to group compositions; begins to show interest in doing own writing.	. Contributes to group expression; shows greater interest in doing own writing and senses more needs for writing. The Paragraph — Records The Story — Poetry The Letter — Riddles Labels	. Uses writing more frequently as needs expand. The Paragraph — Descriptions The Story — Labels, Titles The Report — Records, Forms The Letter — Poetry News — Riddles
	. Begins to discover order and progression in reading and writing, through observation. . Begins to sense sequential order. . Begins to sense relationships.	. Becomes aware of sentence sense and begins to use complete sentences in written expression. . Becomes aware of sequential order. . Continues to grow in association of ideas. . Begins to identify different kinds of writing and becomes aware of form used for letters.	. Grows in sense of order — sequence. The Sentence The Paragraph The Story . Grows in identifying and classifying what is seen or heard. . Begins to adapt writing to specific form. The Paragraph The Letter	. Grows in selection of ideas and in sense of order. The Sentence The Paragraph The Story . Grows in associating ideas, adapting to specific form when writing. The Paragraph — Labels, Titles The Report (outline readiness) — Records, Forms Poetry The Letter
VOCABULARY	. Begins to discover through observing and listening that words have meaning. . Begins to recognize similarity in word sounds.	. Identifies words and associates words with specific meaning; develops and increases vocabulary through purposeful observation and discussion. . Recognizes similarity in word sounds. . Begins to understand words which denote specific meanings. . Begins to understand the effect of sensory words.	. Begins to use new and interesting words in writing. Exact Words — Picture Words Action Words — Rhyming Words . Expands vocabulary through the discovery of word form.	. Shows growth in using new and interesting words in writing. Exact Words — Rhyming Words Action Words — Figurative Words Picture Words . Expands vocabulary through using different word forms.
CONVENTIONS	. Begins to discover different kinds of sentences (readiness for punctuation).	. Begins to understand that some sentences tell and others ask. . Shows interest in sharing product with others.	. Begins to realize the need for capitalization and punctuation, and applies simple skills. . Begins to follow standards of neatness, practicing good penmanship and spelling.	. Grows in realizing the need for capitalization, and in applying required skills. . Grows in realizing the need for punctuation, and in applying required skills. . Becomes more aware of standards of neatness, practicing good penmanship and spelling.

WRITING FLOW CHART

K - 6

MADISON PUBLIC SCHOOLS

GRADE FOUR	GRADE FIVE	GRA
. Uses writing for more occasions and indicates some ease when writing independently. The Paragraph — Biography The Story — Labels, Titles The Report — Records, Forms The Letter — Plays News — Poetry Descriptions — Riddles	. Grows in confidence and ease in writing as opportunities and occasions for writing increase. The Paragraph — Reactions, Opinions The Story — Biography, Autobiography The Report — Labels, Titles The Letter — Records, Forms News — Plays Descriptions — Poetry	. Uses written expression more frequently The Paragraph — News The Story — Description The Report — Reactions, The Letter — Biography,
. Begins to collect and select ideas relevant to a topic in writing and is more able to arrange in sequence. The Sentence — The Paragraph — The Story . Becomes more skilled in the ability to organize while adapting to form. The Report (plan-outline) — Records, Forms The Letter — Plays News — Poetry Labels, Titles	. Becomes more able to develop and organize in sequence ideas relevant to a topic, using more complete and varied sentence patterns; begins to understand story design. The Sentence — The Paragraph — The Story . Becomes more skilled in selecting and organizing more complex material, adapting to form as needs for writing expand. The Report — News — Biography, Autobiography The Outline — News Story — Labels, Titles Bibliography — Feature Story — Records, Forms The Letter — Editorial — Plays Personal — Poetry Business	. Matures in the selection and expression paragraphs; grows in the understanding The Sentence — Th . Develops greater independence in adap The Report — The The Outline Bibliography Biography, Autobiograp Labels, Titles Records, Forms
. Grows in using new and interesting words when writing and begins to sense the importance of words in written expression. Exact Words — Picture Words Subject Words — Rhyming Words Action Words — Figurative Words . Expands vocabulary through the growing understanding of word structure.	. Continues to expand and enrich vocabulary and begins to sense the effectiveness of words in written expression. Exact Words — Picture Words Abstract Words — Rhyme, Alliteration Subject Words — Figurative Language Action Words . Gains in the understanding of word structure and grows in the ability to create and use varied word forms, improving in usage.	. Matures in using words when writing, b words in written expression. Precise-Exact Words Abstract-Elusive Words Subject-Technical Words Action Words . Matures in understanding word structure create varied word forms and understand
. Understands the need for capitalization, and shows growth in the ability to apply necessary skills. . Understands the need for punctuation and shows growth in the ability to apply necessary skills. . Understands standards of good written expression and begins to apply desirable practices independently.	. Increases understanding the need for capitalization and becomes more skilled in application. . Increases understanding the need for punctuation and becomes more skilled in application. . Grows in understanding and in using good writing standards, becoming aware of the responsibility to others when writing, and begins to evaluate own writing independently.	. Uses correct capitalization more natura . Uses correct punctuation more naturall . Shows greater independence in adaptin when writing; shows greater ability in

WRITING FLOW CHART

K - 6

MADISON PUBLIC SCHOOLS

GRADE FIVE	GRADE SIX
. Grows in confidence and ease in writing as opportunities and occasions for writing increase. The Paragraph The Story The Report The Letter News Descriptions Reactions, Opinions Biography, Autobiography Labels, Titles Records, Forms Plays Poetry	. Uses written expression more frequently and matures in effectiveness and independence. The Paragraph The Story The Report The Letter News Descriptions Reactions, Opinions Biography, Autobiography Labels, Titles Records, Forms Plays Poetry
. Becomes more able to develop and organize in sequence ideas relevant to a topic, using more complete and varied sentence patterns; begins to understand story design. The Sentence The Paragraph The Story . Becomes more skilled in selecting and organizing more complex material, adapting to form as needs for writing expand. The Report The Outline Bibliography The Letter Personal Business News News Story Feature Story Editorial Biography, Autobiography Labels, Titles Records, Forms Plays Poetry	. Matures in the selection and expression of ideas, using the key sentences in organizing the paragraphs; grows in the understanding of story design. The Sentence The Paragraph The Story . Develops greater independence in adapting to form as purposes for writing expand. The Report The Outline Bibliography The Letter Personal Business News News Story Feature Story Editorial Biography, Autobiography Labels, Titles Records, Forms Plays Poetry
.Continues to expand and enrich vocabulary and begins to sense the effectiveness of words in written expression. Exact Words Abstract Words Subject Words Action Words Picture Words Rhyme, Alliteration Figurative Language . Gains in the understanding of word structure and grows in the ability to create and use varied word forms, improving in usage.	. Matures in using words when writing, being able to create effectiveness through words in written expression. Precise-Exact Words Abstract-Elusive Words Subject-Technical Words Action Words Picture Words Key-Transition Words Rhyme, Alliteration Figurative Language . Matures in understanding word structure and origin, and continues to grow in the ability to create varied word forms and understanding.
.Increases understanding the need for capitalization and becomes more skilled in application. .Increases understanding the need for punctuation and becomes more skilled in application. .Grows in understanding and in using good writing standards, becoming aware of the responsibility to others when writing, and begins to evaluate own writing independently.	. Uses correct capitalization more naturally through growing fixation of skills. . Uses correct punctuation more naturally through growing fixation of skills. . Shows greater independence in adapting conventions and awareness of simple amenities when writing; shows greater ability in recognizing and appreciating good writing.

CONCLUSION

Some Questions and Answers about Language Evaluation

The Quality of the Language Program

SOME QUESTIONS AND ANSWERS ABOUT LANGUAGE

The purpose of this section is to identify common problems in teaching language and to suggest some procedures and techniques. The ideas presented reflect the philosophy and practices of Madison teachers. Many methods developed within this section are applicable to more than one grade level. Hence, within the developmental process the teacher has the opportunity to select that which best adapts to individual and group needs.

It is strongly emphasized that teachers constantly be alert to the many aids which enrich and enhance the program of language arts. An abundance of such material is available through free information centers, pictures (advertisements), poems, stories, and many other sources. The maintenance of a personal file pays dividends in security to the teacher as well as enriching children's ideas and creating interest.

Some of these techniques may apply more directly to writing. However, the teacher should always be aware that there exist within many suggestions opportunities for listening and speaking.

* * * * * * *

What are some specific ways to develop paragraph writing ?

Children require specific guidance in developing a paragraph. As the outline of objectives indicates, a paragraph consists of: topic sentence, body, conclusion, closing sentence.

1. Choose an interesting title.
2. Develop first sentence in reference to the title (topic sentence).
3. Enlarge or develop the topic.
4. Summarize or conclude.

(See Evaluating, Measuring, Improving Written Expression, Grades One Through Six, Madison Public Schools, 1959, pages 26-27.)

Paragraphs may follow the pattern of practical or creative writing and may be developed in many ways. *

1. Most paragraphs start with an interesting topic or summary sentence which tells the content of the whole paragraph. Then, sentence by sentence, the topic is developed, as a brick wall is laid.

2. Some paragraphs are developed through analogy. Comparing or contrasting the subject with something the reader knows gives a clearer picture: A view from a jet is like Lilliputian land.

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*Mauree Applegate, Let's Write, The Wisconsin School of the Air, 1960-61, Teacher's Manual.

3. Another type of paragraph illustrates a point (moral) through a story, as a fable.

4. Another gives an illustrative example. Proverbs provide interesting beginnings: "A stitch in time saves nine."

* * * * * * *

What identifies specific kinds of writing ? Can terms be clarified ?

It is not expected that children at the elementary level know all language terms, but the teacher must be clear in her understanding and accurate in use of terminology. This may avoid unnecessary reteaching as language skills develop. The following glossary should be a guide.

Plot: A related series of events in a play or story. Plot should not be confused with main or single idea. There is no plot in expository writing.

Expository Writing: That which tells or explains - directions, summaries, explanations. An essay is one kind of expository writing.

The Article: That which gives information of a special interest. Straight news has a pattern. The news article stresses the who, what, when, where, and why. Rudyard Kipling wrote a rhyme which helps in remembering this:

I keep six honest serving men
(They taught me all I know)
Their names are What and Why and When
And How and Where and Who.

News reporters arrange these in order of importance. If the time is most important, the when will come first, etc.

Feature Story: News which usually appeals to emotions. Some feature stories are found on front pages, but usually are located inside the paper or supplement. (Interest for children might be centered on animals.) The feature story differs from the straight news story in that it has no set pattern. In a feature story it is how you say, while in news it is what you say. It has been said that the only requirement for a feature story is that it holds the reader's interest.

Opinion (editorial): An editorial interprets the news. The editorial page is the one place in newspapers which states opinion. This may be the voice of the newspaper, presenting a point of view. It may be an article regarding a person; a thank you. Sometimes an editorial has a writer's name (by-line) expressing the writer's personal views or feelings.

Opinion (voice of the people): An expression of public views. Opinions take planning - see both sides of a question; decide which side you wish to take; present views, ideas; summarize. Following a given plan helps strengthen an opinion.

1. Begin with a strong sentence.
2. Support the opinion with facts.
3. Clarify view with specific detail. (Halloween safety - give examples of common dangers.)
4. Suggest positive approaches. (Present safe ways of observing Halloween while still allowing for fun.)
5. In summary, appeal to reader for support.

Opinion (cartoon): A picture instead of a paragraph of words. A cartoon presents opinions which the reader may accept or reject. Symbols are an aid to the cartoonist.

Narrative: A story - true or imaginary.

Narrative poem: A story in verse.

Climax: The point of suspense in a story, the highest point of interest.

* * * * * * *

What are some guides in the art of telling stories ?

Paul McKee, in a service bulletin to teachers, summarizes:*

What principles should characterize classroom procedure in teaching story-telling at any grade level?

1. Use of child's own experience in topic selection
2. Use of both original and reproduced stories
3. Importance of an informal atmosphere
4. Importance of careful selection of material
5. Use of informal discussion
6. Importance of a variety of material
7. Relationship between literature and story-telling programs
8. Insistence on careful preparation
9. Sensible use of standards and criticism
10. Use of accompanying materials
11. Encouragement of individual expression
12. Use of story-telling as drill and practice. (Telling story for purpose of improvement, such as speaking too rapidly. Individual and group cooperate mutually in evaluation of performance, concerning specific difficulty.)

*Paul McKee, McKee Language Service Bulletin. "Story Telling."

What content and methods may be used in teaching story-telling at the various grade levels ?

Kindergarten

Stories: Those told by teacher and individual. The latter may be personal experiences told in two or three sentences, or reproductions of stories.

Grade One

Stories: Personal experiences, stories heard, stories read independently.

Standards: Know the story; look at audience; speak clearly.

Lessons:

1. Informal conversation between children and teacher regarding story-telling. ("Does anyone tell stories to you? Who? Would you like to tell a story?") Small groups are recommended with chairman giving each child in group an opportunity to speak.
2. A skill lesson. Attempt improvement following identification of weaknesses. (This should not be too frequent, and there should be no interruption during story-telling time.)
3. Story enjoyment (entire group).

Grade Two

Stories: Favorites read, heard, or created.

Standards: Same as above; correct pronunciation; not too many "ands"; use words correctly; speak distinctly.

Lessons: Similar to grade one:

1. Telling in small groups; review of points learned in previous grade.
2. Skill lessons (small group) to determine strong or weak points and to discover improvement.
3. Lessons for fun (class group).
4. Special programs.

Grade Three

Stories: Same as above.

Standards: Same as above; do not tell every detail; do not hurry; avoid monotones; use an interesting beginning; use a good closing.

Lessons:

1. Stories for entertainment and enjoyment.
2. Selection, evaluation for program.
3. Telling by teacher.
4. Skill lesson - discover improvement in specific difficulty.

Grade Four

Stories: Same as above.
Standards: Same as above; use expression; make point clear; know story well, tell briefly.
Lessons: Similar to above.

Grade Five

Stories: Same as above; anecdotes and jokes.
Standards: Same as above. Regarding anecdotes and jokes, the following are suggested: know source of material; determine if audience will appreciate the joke; eliminate unnecessary detail; decide if joke or anecdote hits the point.
Lessons: Same as above.

Grade Six

Stories: Same as above.
Standards: Same as above.
Lessons: Practice in making a long story short.

1. Analyze story, keeping main purpose, characters, ideas, or events in mind.
2. Eliminate unnecessary material, characters, events, descriptions.
3. Keep important elements in mind--single point of view, good English, good beginning, and summary.

For aids in developing conversational and discussion abilities, refer to McKee Language Service Bulletin, "Taking Part in Conversations and Discussion," Houghton Mifflin Co.

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What should be emphasized in reporting ?

Generally, reports can be classified into two groups: telling a personal experience which is heard and seen; telling about a special subject with information gathered from real and vicarious experiences. Reporting is a natural activity within all areas of the curriculum and develops from the "show and tell" in kindergarten to the more formal planning, gathering, and organizing of information at upper elementary levels. While the interests and capacities of individuals and groups are vital in all teachings, merely providing stimulation and time for reporting is insufficient. To organize instruction in reporting, it is well to keep in mind specific abilities (simple to complex) which are essential in developing this skill.

1. Select a subject. Standards essential: a topic of interest to reporter or receiver; ample information available; confinement of scope. (Guidance in selection of minor topic within a broad area may be necessary.)

2. Keep to the subject. Lessons guiding this skill are valuable. Include one (or two) pictures which are different from topic. Remove the unrelated.

3. Make report complete. Standards should be commensurate to levels of ability.

4. Tell things in order. Sequential development for clear understanding is paramount. The use of pictorial aids can do much to help children understand proper sequence and identify discrepancies.

5. Plan report and gather information. Many sources provide added subject information: observation, reading, talking with each other.

6. Take notes. Note-taking is an advanced skill. Pre-planning should eliminate voluminous note writing. As the child matures, he is more skilled in selection, and refrains from copying complete sentences of information. Responsibility to the author of a product and avoidance of plagiarism should be understood by older pupils. Likewise, in transposing to personal notes, accuracy must be observed. Equally important is authenticity of information obtained. Another caution to the young "note gatherer": select that which is understood by others. The vocabulary and other aspects of the report should often be adjusted to a given group.

7. Organize notes.

8. Outline.

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How can the skill of note-taking be developed ?

Questions related to the topic help confine its scope: "What do I want to find?" "What kind of information am I looking for?" If topic is related to a person, questions might include: "What information can be found about boyhood days?" "What did this person do?" "Why is the character famous?" A later and more advanced step is an outline, serving as a guide: "Boyhood," "Work," "Noted for," or "Famous for." Note-taking then should be confined to these areas.

Since notes are the material from which pupils build written or oral reports, it is important to learn a system of note-taking which will be adequate in content and usable in form. When planning to take notes, it is usually best to first read the article or chapter rapidly to see what it contains. Then go over it again, taking down the necessary notes. No one can tell the reporter what to record. Judgment will improve with experience. However, here are two general rules that are worth considering:

1. Distinguish between the author's facts and his opinions.
2. Distinguish between direct quotation and a summary of writer's material--and take as little quotation as possible.

Notes should fulfill three requirements: Represent the main ideas; be as brief as possible; and contain adequate material. The following suggestions may be of help in taking notes:

1. As a rule, jot down only facts and ideas, expressing these in own words.
2. Notes need not be taken in full sentences. Words, phrases, or topics may be enough. Make free use of contractions and abbreviations. Remember that the word "notes" implies brevity.
3. Select and note only material relating to subject.
4. Identify source of information.

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How can skill in outlining be developed ?

Since the outline is helpful in reading, writing, listening, and thinking, care should be used in sorting and arranging ideas. Grouping of related ideas requires the selection of those of equal importance and an understanding of the way subordinate ideas build up more important ideas. All ideas of equal importance may then be organized.

Sometimes the ideas of an outline are expressed in complete statements. At other times, they simply consist of words or phrases. In any case, each succeeding step in the outline is indented so that equal ideas are parallel and are given the same lettering. It is extremely important to adhere to correct form when outlining.

The following sample outline is used in the 5th or 6th grade. Usually, a two-point outline satisfies 4th grade needs.

Subject or Title

I.
  A.
    1.
    2.
    3.
  B.
    1.
    2.
II.
  A.
    1.
    2.
  B.
    1.
    2.
    3.

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What should elementary students know about a bibliography ?

A bibliography is a good way to bring together available references on some particular topic or problem. Suggestions for content and arrangement follow:

1. List only references that will help the reader.
2. Arrange list alphabetically according to author's last name.
3. For each entry, give

   a. author's name (last name first)
   b. title of book or magazine (underlined)
   c. title of article in magazine (quotation marks)
   d. facts of publication--city, year, volume number, exact pages read
   e. a brief annotation or evaluation (optional).

4. Be consistent in form.

In the primary grades, the following form seems most useful:

<u>April's Kittens</u> by Clare T. Newberry

In the upper elementary grades, pupils may follow these examples:

Wolfe, Josephine B., Wright, Adele J., and Beck, Joan H., <u>English Is Your Language</u>. Boston, Allyn and Bacon, Inc., 1963. (Some forms do not include the final period.)

Matthews, Albert, "Early Plays at Harvard," <u>Nation</u>, March 19, 1914, Vol. XCVIII, pp. 17-19.

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How does creative expression start ?

Action is familiar to little children. How do we move? Think of all possible ways. Try these to music. Then put words to various movements. Mother Goose rhymes provide opportunities for action with spoken words. Gladys Andrews in her book, <u>Creative Rhythmic Movement for Children</u>, offers many suggestions for bodily expressions.

Later, children can dramatize simple stories. They may create ideas or select a part of a story suitable to dramatization. Speech improvement, bodily control, poise and confidence, cooperation, and better listening are rich rewards of creative dramatics.

The ways and means of creative expression are endless. Let puppets help creativity and lead to better expression. Choose a story with few characters. Plan the parts to be dramatized. Both puppets and stage may be simple. Encourage children to project personality into character (puppet or marionette).

The opportunities for creative dramatics at the elementary level should be numerous.

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How can creative expression be evaluated?

Because creativity, by its nature, is very personal, evaluation of the project should be in terms of the individual. A few points in identifying a good product are

1. Originality of thought
2. Creativity in organization of ideas
3. Effectiveness of words--imagery, portrayal of characters, interest.

* * * * * * *

How much emphasis should be placed upon standards of techniques and skills in creative expression ?

Most people agree that techniques and skills must be adapted to the insight and needs of children. However, techniques and skills must not be of major concern. Creativity must not be judged by adult standards. The important thing is what has happened or is happening to the child in the process of doing something creative. The quality of completed work should not be overemphasized.

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Should pupils be required to correct and rewrite samples of written expressions ?

As has already been stated, in creative writing, the skills and techniques of expression must not interfere with the power of expression. This does not mean that personal or creative writing is never corrected. If there is a need for improvement, that is, if the story is to be a part of a booklet shared with the rest of the group, the child will probably want to exhibit his work in the best form that he is capable of producing. Again, if he has written a letter or a news article for a paper, he should have a regard for his reader and feel a genuine need to examine his work carefully.

Probably the best procedure is that of working directly with the child, talking over individual problems and encouraging him to sharpen his observations and point up his expression, or just reacting positively to some nice bit of writing. As one child expressed:

Our teacher helps us very much
By saying, "I like this part"--and such.

* * * * * * *

How can practical or functional writing be evaluated ?

The value of the product in writing is dependent upon the objectives. In judging writing, four broad aspects may be considered:

1. Thought content--value of ideas and extent of development
2. Organization--structure, including transition
3. Effectiveness--clarity, including vocabulary and originality
4. Mechanics--forms, punctuation, spelling

For further helps and guides in evaluation, refer to Evaluating, Measuring, Improving Written Expression, Madison Public Schools, 1959.

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Is there any distinction between jingles and poetry ?

A jingle gives more emphasis to rhyme and sound than it does to ideas or sense. A poem may or may not rhyme, and the idea is essential. The idea should never be sacrificed for rhyme. Poetry magic creates images of sound, touch, smell, taste, and sight. Poetry captures and recreates feelings and moods, and, through metaphors and similes, the unknown becomes known. Another quality of distinction between poetry and verse is imagination. Also, a poem may employ tempo and form to create its effect.

Poetry not only describes in a unique way but also crystallizes a thought into few words. As has been said, "One can express in poetry that which is difficult to express in any other way." Older children need to recognize these qualities.

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What are some forms or kinds of creative verse or poetry ?

Japanese Poetry

One exciting new poetry experience is Japanese poetry. The shorter form is called the Haiku and consists of three unrhymed lines and seventeen syllables with concentration on one thought. The first and third lines have five syllables; the second has seven (5-7-5).*

*Elizabeth Scofield, "Haiku, A New Poetry Experience for Children," Elementary English, January, 1961, 24-26.

The Tanka is a poem of fine unrhymed lines. The first and third lines have five syllables, and all others seven making a total of thirty-one syllables (5-7-5-7-7).

I have a pet bird
That sings a nice lullaby
Every single day.

by Karla
Grade 3

Winter is cold, cold
I like it when it snows, too.
I like it to snow
I play and have fun in snow
It snows very hard or soft.

by Mary
Grade 3

The Ballad or Folk Poetry

A ballad is a musical narrative telling some heroic deed, romance, or event.

Ballads originated among common people who shared habits and ideas for generations, and, before printing was invented, the ballad served as the people's newspaper. It is unknown who wrote some of the early ballads; many have been changed as they were passed on by word of mouth. Isolated mountain folk in the United States have preserved variations of English ballads. Many old ballads are still sung by southern mountaineers in Kentucky, Tennessee, and the Carolinas.

In telling a story through a ballad, the writer should include:

1. A four-line stanza with 2nd and 4th lines rhyming, or lines 1 and 2, 3 and 4 rhyming
2. A strong beat
3. A hero (something happens to hero.)
4. Something sad or funny
5. Something real or make-believe
6. Repeated lines near the end

(The study of the Crusades in sixth grade may include reference to King Richard and a wandering minstrel, Blondel, who sang a part of an English ballad identified by King Richard)

The Chant

Often chants express ideas regarding labor. Following are two chants composed individually in a sixth grade.

Irrigation

Around and around and around you go,
To make the water in the ditches flow,
To make the plants in the field green grow.

Strong ox, you pull the wheel around,
And make the water sink into the ground
To make the soil a rich dark brown,
Day after day, after day.

--Roddy

Egypt

Move on ye beasts, move on,
Trample the seeds into the soil,
To please the master of all Egypt,
Move on ye beasts! Move on!

Grain to be stored away after harvest,
Food for rich folks and working slaves, too,
Good for the scribes and the priests of our land;
Move on ye beasts! Move on!

--Ann

The Limerick

Perhaps one of the most enjoyable creations is the limerick. Many ideas giving inspiration and direction in this writing can be found in language texts. Children of a wide range of ages find pleasure in this form of poetry. These are three famous limericks:

There was a young lady of Niger
Who smiled as she rode on a tiger;
They returned from the ride
With the lady inside,
And the smile on the face of the tiger.

A flea and a fly in a flue
Were imprisoned so what could they do?
Said the fly, "Let us flee,"
Said the flea, "Let us fly,"
So they flew through a flaw in the flue.

For beauty I am not a star
There are others more lovely by far,
But my face - I don't mind it,
Because I'm behind it -
It's the people in front that I jar.

Free Verse

Children are frequently pleased to discover writing of this nature. The freedom from the responsibility of rhyme and rhythm seems satisfying.

The Golden Tree

It was gold, all gold
Not a trace of another color.
It was alone, all alone
Listening to the bird's last call.
It was gold for a reason
It was gold because 'twas fall
The others were somewhere else
And had left this one all alone.
But it was gold, all gold
Like a queen's golden hair.
It shone!

--Lorraine
Grade Six

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What are other creative methods in the Language Arts ?

Narrative Writing

Narrative writing is story writing which involves the true story and the make-believe. The story has been compared to a tree, the trunk, and branches. Each branch is indented; each gives a different view. A simple plan to help organize a story includes: a beginning, sequence of events, and ending.

The True Story*

First, choose an incident which will make a good story. Then select and arrange details. Finally, arrange in best order:

Where and when did incident occur?
Who was involved?
How did incident begin or what led to it?
How did it end?

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*In part, adapted from Vick, Lindquist, Barrows, Student's Handbook for the Study of Literature, Book I. Holt, Rinehart & Winston, Inc., 1959.

The Imaginary Story

Five helpful steps in developing the story include:

1. Create a situation which promotes a problem. (A curious boy finds himself tangled in a balloon's mooring. Suddenly the craft begins to ascend.)
2. Create the characters.
3. Develop the story-plot, sequence of events.
4. Build toward the climax; provide an incident in which problem is solved.
5. Bring story to quick ending.

(The main character may not solve the problem, so there may be a sad ending to the story.)

Tall Tales

A tall tale can be defined as the unusual; in fact, its events are so extraordinary that they are impossible. Tall tales often tell situations in reverse of the normal: animals come out to see tourists; strange imaginative creatures hatch from eggs (Easter); people fly.

Myths

Myths originated as explanations for that which was not understood in nature -- lightning, thunder, earthquake, and many more. People satisfied their questions regarding these mysteries by inventing myths. Create original myths. Decide what to explain and let the story tell how and why this came about. Use imagination.

An interesting activity: Collect advertisements which employ characters from ancient myths (Mercury, Pegasus). Analyze and tell the connection between the product and the symbol.

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What is creative writing ?

"Any program in language arts should be concerned with developing power in (1) practical writing, that which is functional and serves utilitarian ends; and (2) personal or creative writing, that which is free and voluntary, carried on chiefly for the writer's own satisfaction. The one is the product of intellect. It is involved in writing reports, outlines, and digests; and, as such, is bound by restrictions of content, form, organization, style--whatever makes for clarity and correctness. The other is the product, not of intellect alone, but also of perception, feeling, and imagination. It is kept alive by complete freedom to write as one pleases, and by the assurance that what one creates will not and cannot be refuted."*

*Bernice E. Leary, Creative Writing in the Elementary Grades, Madison Public Schools, 1951, page vii.

How can creative expression be stimulated and directed ?

Some expression, especially with young children, is self-motivated, confident writing. This tendency should be nurtured and creative production be accepted and encouraged. However, the majority of creative expressions originate and grow from specific inspirations and experiences within daily living. It is the duty of the teacher to capture, develop, and create environmental influences for providing the ideas which reach creative form in expression.

Many ideas which promote creativity evolve from the different curriculum areas: science, social studies, reading, art. Because the realm of creative expression involves understanding, feelings, moods, and imagination, the experiences or situations which ignite "the spark" are endless in variety and quantity. An earlier publication, Creative Writing in the Elementary Grades, *provides many ideas for creative expression. A few samples of children's writing are also included here.

Two first grade compositions may be of interest. At Christmas time, Nanette spontaneously contributed:

Christmas Trees

The Christmas Tree
is green
And
It is full of ornaments
And
It is full of candy canes
To
The end.

The Little Elves

Work - work - working all day long. In through the window quick as lightning working - working-working just for us. I must admit thay *(sic)* were cute. Thay must have liked to work.

--David

" The Little Elves" also represents bubbling over with feeling. The idea stems from a class group which indicated interest and concern in room orderliness. "The little elves" are class members who were eager helpers.

*Bernice E. Leary, Creative Writing in the Elementary Grades, Madison Public Schools, 1951, page vii.

Many interesting kinds of fish were "discovered" in a second grade. Here is one (independent) contribution:

The Snap Krackle Fish - discovered by Mark

Once a long time ago there was a Snap Krackle Fish. Now I must tell you the type he was. He had red spots and the rest of him was white. He ate the food called Snootsnorter Scott Fish. One day when he was going happily he saw a Snootsnorter Scott Fish. He said to himself, "I will eat that Snootsnorter Scott Fish for my lunch." There was a terrible fight. After he ate the Snoot-snorter Scott Fish, he ate Whaly the Mark Fish. Now it was time to get weighed. Do you know how much he weighed? He weighed 869 pounds. "I had enough for today," said Smily. And Smily went to sleep.

Nature--the outdoor world--frequently inspires and creates feelings and stirs imaginations.

Snowy Pearls

Snowy pearls in coats of white,
Down they flutter on the ground.
Falling, falling as they might,
Shifting and whispering as they go down.

--Betty
Grade 5

The Fog Comes

The fog comes.
I can hardly see.
The streetlights
Are glaring at me.
The trees look wicked
As can be.

I feel like I am
The only one.
It seems like this
Isn't very much fun.
I get so scared
I'd better run.

--Third Grade Class

Providing "starters" in writing will often open doors and lead the way to more and better independent writing. (Eleanor M. Johnson, Editor-in-Chief, My Weekly Reader, frequently includes such ideas in the teacher's edition.)

I like the smells of autumn
The pungent dry leaves burning,
The fruit of the harvest

I like all this in autumn

If I were a spaceman I would ------

If I could go into space.

Just as starters give ideas for completion, finishing a story is also interesting.

Everyone knew it was not wise to explore the cave. One could see only a few feet into the narrow sloping entrance.....

It was my birthday. The day I had waited three hundred sixty-four days to arrive.....

The suggestions of exciting titles, too, may "trigger" a good composition. The following story, an exceptional example of third grade writing, was begun with the title "A Walk in the Forest."

One early May morning, I decided to take a walk in the forest. The air was moist and still. I could hear the gurgling of a brook nearby. Presently, I heard a rustling in the bushes that pierced the quietness. At once, I stopped. Alert for any sight, I peered through the underbrush. Through the vegetation I saw two objects. I stared at them for a long while. Finally I made out the two figures as a doe and its fawn. The mother moved cautiously out into the clearing.

For the first time I noticed a winding brook making its way across the clearing. It looked like a tangled thread. My eyes fell back upon the deer who were now drinking at the brook. They were a beautiful sight! The fawn with its speckled back shone in the sunlight. The doe, though dull in color, looked very dainty. A light breeze flew by. The doe's head popped up. I guess my scent had reached her. For the next thing I saw was a bounding pair of brown and white deer. When I got home I told my mother all about the deer. Many times after that I went to the gurgling brook, but I never saw the deer again.

by Patty

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What are some other common practices in language ?

Frequently questions are asked regarding accepted forms in communication. Often, there are differences of opinion among authors; and, accepted forms occasionally become archaic. There are many ideal procedures, and from among them the following are recommended:

Heading Papers for Daily Work

Arithmetic	Name
p. 45 (optional)	Date (optional)
1. 2 x 4 = 8	

Heading Composition (poems, stories, paragraphs)

Title

One day the big black bear decided to take
a walk in the woods. . . .

Name
Date

A Friendly Letter

2413 Sixth Street
Madison, Wisconsin 53705
October 23, 1965

Dear Janet,
We were very happy to - - - - - - - - - - - - -
- -
- -
- -
- - - - .

Your friend,
Betty

The above coincides with the letter form in the text adopted at present. When using theme paper, the heading begins on the first line. Skip one line between the heading and the greeting, and skip another before the closing.

Envelopes

Betty Field
2413 Sixth Street
Madison, Wisconsin 53705

Miss Janet Smith
4611 Maple Avenue
Greenwood
New Jersey 72409

Betty Field
2413 Sixth Street
Madison, Wisconsin 53705

Miss Janet Smith
4611 Maple Avenue
Greenwood, New Jersey 72409

The envelope form shown on the left is suggested by most language texts and seems suitable for elementary pupils. It provides more space for the city, state, and zip code. However, the form on the right is preferred by the United States postal department. Either may be used.

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What is the role of a text in the language program ?

Texts are used as guides for attaining goals. They should serve as an enrichment and as a means for establishing skills to facilitate language. Using texts as the principal basis for the teaching of language does not provide the best means for language growth. Language becomes important only as it serves the individual and his relationship to others. Texts are but one means to this end.

THE CHILD AND LANGUAGE DEVELOPMENT FLOW CHART

Madison Public Schools

Kindergarten — Grade Six

All aspects of child growth and development are related to the development of power in communication, and within all phases of development there exist individual and group differences. Despite these differences, however, research and direct observation substantiate that general characteristics are evident at specific age levels, following certain growth patterns.

Hence, it is pertinent that teachers be aware of all growth and developmental aspects--physical, mental, social, and emotional. Relating the language program to growth patterns will help teachers capture the "teachable moment," the successful synchronization of maturity and experience.

The following chart shows some characteristic maturity traits involving interests with implications for teaching the language arts.

THE QUALITY OF THE LANGUAGE PROGRAM

Because language is a vehicle of thought, creativity seems a vital key in judging the quality of language teaching. Language, as a tool for learning, should also be recognized. These two aspects are guiding factors in evaluating the total program. Three different organizations are identified within this evaluation: philosophy of language, methods and practices, and the learning atmosphere.

There is value to be found in all types of curriculum planning. Level I holds strictly to a systematic plan in developing skills and abilities. Level II presents an extremely opposite view -- the incidental approach to language learnings. Level III identifies an intermediate position between the first and second. In this plan the sequence of abilities as related to child growth and development and learnings within situations are both emphasized.

The third level outlines the most desirable qualities for Madison teachers. It is this philosophy that the guide has attempted to follow.

LEVEL I

- Interprets language as a body of knowledge and a separate subject.
- Subject matter (skills) is the center of curriculum planning.
- Prescribed development of skills and abilities necessary.

LEVEL I

- Facts, ideas, and skills identify the highest form of learning.
- Questioning is more stifling--concrete.
- Teacher determines standards.
- Subject matter is emphasized. Expression follows prescribed patterns.
- Structure, day by day, is clearly defined.
- There is more writing than speaking--much copying and completing "seatwork" lessons.

LEVEL I

- Atmosphere is quiet, uneventful, and rigid.
- Text is prominent and necessary.
- Bulletin boards are fixed, uniformity the keynote.

EVALUATION OF INSTRUCTION CHART FOR LANGUAGE ARTS

MADISON PUBLIC SCHOOLS

Kindergarten through Grade Six

PHILOSOPHY OF LANGUAGE	
LEVEL II . Believes that language is an integral part of all learning. . Curriculum planning centers around children's interests and immediate needs. . Planning of sequential development is unnecessary. Skills are introduced incidentally as need arises.	LEVEL III . Believes that language is an integral part of all learnings, involving specific skills and abilities. . Children's experiences and interests determine the curriculum, and needs are interpreted and satisfied through planned learnings. . Language abilities are interrelated, extending from simple to complex. A plan of sequential development is desired.
METHODS AND PRACTICES	
LEVEL II . Creativity is emphasized in learning. . Questioning is related to how, what, why--abstract and creative. . Standards are not given weight or importance. . Expression unfolds, unhampered and unaware of form. . Structure of program evolves, creativity is guide. . There is little or no copying. More emphasis is on impressions and creative expression.	LEVEL III . Creative thinking is encouraged. Creativity, abilities, and skills build power in communication. . Questioning involves the concrete, abstract, and creative, encouraging discovery and reaction. . Standards are important in evaluating self and others (teacher-group). . Expression within form aids effectiveness, although thought is never hampered or thwarted by form. . Overall program is defined, encouraging creativity. . All phases of communication are given importance.
LEARNING ATMOSPHERE	
LEVEL II . Atmosphere is stimulating, interesting, and changing. . No texts in evidence. . Bulletin boards contain numerous and varied materials--collections, expressions, exhibits.	LEVEL III . Atmosphere inspires, leads, develops, creates. . Text or texts are used as guides. . Bulletin boards are interesting; learnings can be identified.

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5068 Let's Discuss It (I)
1075 Making Sense with Outlines (I)1
2911 Story Telling: Can You Tell It in Order ? (P)
2389 Ways to Better Conversation (I)

Madison Curriculum Office
F-31 Building Better Paragraphs (I)

Filmstrips

Madison Curriculum Office
For a complete listing of filmstrips pertaining to the language arts, refer to Catalog of Audiovisual Materials.